



U.S. Fire Administration

2013-2014

Course Catalog

National Fire Academy

April 2013



FEMA

HUMAN DIGNITY STATEMENT

The uniqueness of all individuals attending Department of Homeland Security (DHS) conducted or sponsored training is recognized, as well as their diversity, which can be a resource that enriches the learning environment through sharing of differing perspectives. An equal learning opportunity is provided to all course participants. This is supported by:

- ensuring equal opportunity to all students, employees and contractors;
- prohibiting all discrimination and harassment;
- supporting affirmative employment policies and practices on behalf of minorities, women and persons with disabilities;
- encouraging students, staff and contractors to communicate and behave in a manner which is sensitive to, and acknowledges, the viewpoints of others;
- regarding diversity as a resource that enriches the learning environment through the sharing of differing perspectives, experiences and ideas;
- removing barriers to teamwork through collaboration, problem-solving and the constructive resolution of conflicts; and
- continuing to identify and eliminate barriers to training, employment and advancement of minorities, women and persons with disabilities.

Participants, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus.



FEMA

USFA



U.S. Fire Administration

Mission Statement

We provide national leadership to foster a solid foundation for our fire and emergency services stakeholders in prevention, preparedness, and response.



FEMA



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Welcome To The National Emergency Training Center

The National Emergency Training Center (NETC) in Emmitsburg, Md. offers the finest in educational resources. The 107-acre campus houses the **U.S. Fire Administration** (USFA), the **National Fire Academy** (NFA), and the **Emergency Management Institute** (EMI). The campus is located 12 miles south of Gettysburg, Pa., 75 miles north of Washington, D.C., and 50 miles northwest of Baltimore, Md.

The campus is fully equipped with air-conditioned classrooms, lodging for students, a Learning Resource Center (LRC), a Publications Center, and dining and recreational facilities. There are also several specialized facilities, such as the Arson Burn Laboratory, Simulation and Exercise Laboratory, a television studio, and four computer laboratories that are integral to the instruction of many courses.

USFA's NFA is part of the Department of Homeland Security's (DHS's) Federal Emergency Management Agency (FEMA). The NFA promotes the professional development of the fire and emergency response community and its allied professionals. To supplement and support state and local fire service training programs, the NFA delivers educational and training courses having a national focus. **NFA course attendance information begins on page 10.**

EMI is also part of the DHS's FEMA. The EMI provides national leadership in developing and delivering training to ensure that individuals and groups having key emergency management responsibilities, including FEMA employees, possess the requisite skills to perform their jobs effectively. **Information on EMI is available at www.training.fema.gov.**

The United States Fire Administration

The DHS's USFA serves as the Agency's fire protection and emergency response community expert. It is located at the NETC in Emmitsburg, Md. USFA administers, coordinates, directs and controls fire prevention, mitigation and response activities, and provides training and education programs to the nation's fire service and allied professions.

This is accomplished through the following USFA Divisions:

The **NETC Management Operations and Support Services** manages, operates and maintains the NETC in an efficient and effective manner, providing administrative, operational and emergency services in support of the program activities and special groups at the NETC.

The **National Fire Programs** (NFP) manages the USFA public education and information efforts and operates the National Fire Data Center (NFDC) for the collection, analysis, publication, dissemination and marketing of information related to the nation's fire problem and USFA programs. The NFP also manages USFA research efforts in fire detection, prevention, suppression and first responder health, safety and effectiveness and manages special programs that enhance USFA and partner roles in all-hazard preparedness and response.

The **NFA** promotes the professional development of the fire and the emergency response community and its allied professionals. To supplement and support state and local fire service training programs, the NFA develops, delivers and manages educational and training programs having a national focus that increases the capacity of the nation's fire and emergency services and the public to prevent, mitigate, prepare for and respond to local, regional and national emergencies.

The National Fire Academy

Through its courses and programs, the NFA works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Md., and throughout the nation in cooperation with state and local fire training organizations and local colleges and universities.

Residential Delivery: On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. NFA offers these 10-day and six-day courses in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services (EMS), or fire-related emergency management activities is eligible to apply for Academy courses.

Off-Campus Delivery: Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus programs. To reach these students, the Academy offers courses through a distance delivery training system. NFA two-day courses are available for delivery in states and local communities through the NFA-Sponsored Off-Campus Two-Day Program. Students can attend select 10-day and six-day NFA courses within their geographical region through the NFA-Sponsored Off-Campus 10-Day and Six-Day Program. NFA offers support for off-campus deliveries of courses in the Hazardous Materials Curriculum through state and local fire training systems.

Online Training: The NFA is taking advantage of technology in order to deliver more training to our students. NFA Online maximizes the number of students we can reach. Interactive courses are available at no charge to the general public as well as to the fire service. To learn more about NFA Online, browse the catalog of courses and, to enroll, please visit www.usfa.fema.gov/nfa/nfaonline.

Enfranchisement: States are viewed as partners with the NFA and may deliver six-day and two-day NFA courses in addition to the current deliveries available to them. States and the NFA work cooperatively to deliver six-day and two-day programs. States have sole control and responsibility to deliver handoff courses. Enfranchisement establishes that State Fire Training Systems are the NFA in their state, with or without federal funding. State Fire Training Systems are franchised to deliver NFA courses using NFA instructors. States will report student participation in all courses for inclusion in the NFA database. Students will receive NFA certificates. More information on this program is available at www.usfa.fema.gov/nfa/sfte.

Approved Courses: States have a need for courses that the NFA cannot develop because of time constraints, the number of courses needed, and subject matter or resource constraints. Approved Courses recognizes that some state-developed courses are the equivalent of NFA courses in both quality and content. NFA and State Fire Training Systems have agreed upon a set of criteria and a process to have state-level courses approved as NFA courses. The states will manage the system for assessing courses submitted by individual states; essentially it is a peer-review process using geographically distant states to perform the assessment. Once a course meets the established criteria, it becomes an NFA-“approved” course. Approved courses are NFA courses delivered locally by local instructors. Students in NFA-approved courses may be registered in the NFA student database if the state training system provides the information and, if the state so desires, may receive NFA certificates. Approved courses will be available for distribution to other states that may not have adequate resources to develop a course. The process for exchange, costs, etc., is managed by the states involved. More information on this program is available at www.usfa.fema.gov/nfa/sfto_approved/index.shtm.

Higher Education: For those interested in pursuing degrees, the Fire and Emergency Services Higher Education (FESHE) Program extends NFA’s academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study. For more information on this program, please see the complete program description on page 86.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of the NFA. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine Academy programs, to determine whether these programs further the basic missions of the Academy; the adequacy of the facilities; and the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The FEMA Administrator receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, fire prevention, education and training, fire control research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness. Current members of the NFA Board of Visitors include

Chief Adam Thiel (Chairman)
Alexandria Fire Department
Alexandria, Va.

Chief Randy Novak (Vice Chairman)
Iowa Fire Service Training
Ames, Iowa

Captain Jack Reall
President Columbus Firefighters Union
IAFF 67
Columbus, Ohio

Mr. Robert Cumberland
Cumberland Valley Volunteer Firemen's Assoc.
Westminster, Md.

Dr. Sandy Bogucki
Associate Professor
Section of Emergency Medicine
Yale University School of Medicine
New Haven, Conn.

Chief Kwame Cooper
Los Angeles City Fire Department
Los Angeles, Calif.

Mr. Chris Neal
Oklahoma Council on Firefighter Training
Stillwater, Okla.

Chief Manuel Fonseca
Nashville Fire Department
Nashville, Tenn.

NETC Learning Resource Center

The NETC Learning Resource Center (LRC) has for over three decades been the home to the nation's pre-eminent collections of all-hazards first responder resources. Our more than 200,000 titles encompass the entire gamut of natural and man-made hazards from fires and hurricanes to tornadoes and flooding, from chemical and biological to radiological and nuclear hazards. Our emergency management, fire and emergency medical services (EMS) collections in particular have the greatest depth and breadth of any in the United States.

The LRC routinely supplies answers to simple requests either on the phone or via email. In response to more complex subject inquiries, LRC staff will conduct literature searches, compile bibliographies, and, depending on copyright restrictions, provide documentation in the form of reports and articles.

You can visit the LRC website at www.lrc.fema.gov where you can search our extensive collection 24/7, including over 25,000 downloadable items. On our home page, you can also sign up for our weekly newsletter and subscribe to one of our Really Simple Syndication (RSS) feeds. In addition, you can browse special landing pages such as:

- first responder dissertations and theses;
- prevention and public education exchange;
- fire and all-hazards subject guides; and
- major disaster bibliographies.

Students may borrow materials directly from the LRC during their stay on the NETC campus. To borrow materials after you return home, ask us for information on InterLibrary Loan (ILL).

When classes are in session, the LRC's regular schedule of hours is Monday through Thursday, 8:30 a.m. to 9 p.m. and Friday 8:30 a.m. to 5 p.m. EST/EDT. Specifically in support of the NETC curriculum, the LRC is open some weekends and evenings.

If you have more questions about the library or our services, check out the FAQ page at www.lrc.fema.gov/lrcinfo.html or download our brochure at www.lrc.fema.gov/downloads/fa-319.pdf.

Contact the LRC at:

National Emergency Training Center
Learning Resource Center
16825 South Seton Ave.
Emmitsburg, MD 21727

Telephone: 1-800-638-1821 or 301-447-1030

Fax: 301-447-3217

Email: netclrc@fema.dhs.gov

Online card catalog: www.lrc.fema.gov

The Publications Center

Firefighters and other first responders face a continually growing number of job responsibilities and hazards. In an effort to assist fire and emergency services departments in meeting these responsibilities and protecting personnel, the USFA Publications Center provides information resources in many formats, including books, handouts/brochures, technical reports, kits and DVDs free of charge (quantity restrictions apply).

USFA also provides fire safety education program materials for fire departments, addressing such subjects as smoke alarm maintenance, residential fire sprinklers, home fire prevention, and the increased risk of fire deaths and injuries to children, senior citizens, and people with disabilities.

You may order our publications in the following ways:

Website: www.apps.usfa.fema.gov/publications

Telephone: 1-800-561-3356 or 301-447-1189
(7:30 a.m. to 5 p.m. EST/EDT)

Fax: 301-447-1213

Mail: U.S. Fire Administration
Publications Center
Building I, Room 120
16825 South Seton Ave.
Emmitsburg, MD 21727

The majority of our publications may be downloaded from our website and reproduced locally if additional copies are required. Digital artwork to facilitate reproduction of public education materials at the local level is available upon request at the Publications Center.

The Campus

A map of the campus appears on the next page, followed by a description of each of the buildings.



FEMA



APPROX.
PROPERTY
LINE

National
Fallen
Firefighters
Foundation
Offices
and Chapel

Vehicle
Registration
Visitor
Information
Medical
Assistance

Daughters of Charity Property



To Emmitsburg Business Rt. 15

South Seton Ave.

To U.S. 15

Description of Buildings

National Emergency Training Center

St. Joseph College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a four-year liberal arts college for women. In 1981, the facility was entered into the federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (USFA) (which includes the National Fire Academy (NFA)), the Emergency Management Institute (EMI), and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on Oct. 4, 1981, and in October 1990 Congress designated it as the **National** Fallen Firefighters Memorial. It is a memorial to firefighters who lost their lives in the line of duty.

Building A — A three-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B — Student Center, built in 1956, the location of a game room, pub and recreational activities. A large picture window overlooks the scenic Catoctin Mountain range. (F)

Building C — Built in 1956 and renovated in 1995, it has 216 dormitory rooms. (F)

Building D — Built in 1926 and renovated in 1965 and 1995, it is a three-story brick structure that has the charm of the old architecture. It consists of 39 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E — Built in 1926 and renovated in 1966 and 1993, it is occupied by the Emergency Management Institute, National Fire Programs, NETC Budget offices, Computer Support personnel, the EENET TV studio and the EENET staff on the second and third floors. (F)

Building F — Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G — Built in 1948 and renovated in 1984 and 2001 to accommodate staff of the National Fire Data Center and National Fire Programs Divisions. (G)

Building H — Built in 1923 and renovated in 1993, it houses the National Fire Academy offices, a fully equipped gymnasium, weight room and an indoor swimming pool. (F)

Building I — Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility offices, Support Services Division offices, and the USFA Publications Center. (F)

Building J — Built in 1966 and renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses NFA. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K — Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The three-story brick structure also contains a Dining Hall capable of seating 500 people, EMI Independent Study offices, and IEMC classrooms. (F)

Building L — Built in 1959, renovated in 1993, it consists of 37 dormitory rooms and a conference room. (I)

Building M — Built in 1965, renovated in 1989, it houses two EMI classrooms and the EMI Computer Lab. (F)

Building N — Designed by the English-born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses staff of the United States Fire Administrator's office, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O — Erected in 1839 as a chapel. The marble, alabaster altars and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible first floor only N-Not accessible
G-Ground Floor Accessible only R-Restrooms not accessible

Building P — The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q — The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th-Century Western Maryland construction. (F)

Building R — Built in 1948, renovated in 1993, located behind Building G, it serves as the USFA Fire Protection Laboratory. (F)

Building S — Renovated in 2001, this building is the

new home of the Emergency Management Institute and National Fire Academy Simulation Laboratories. (F)

Building T — The old Milk House of the original St. Joseph's campus.

Building U — A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V — Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible first floor only N-Not accessible
G-Ground Floor Accessible only R-Restrooms not accessible



The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the NFA, has stood as the national memorial that honors firefighters who die in the line of duty. In 1990, the U.S. Congress designated the monument as the “official national memorial to volunteer and career firefighters who die in the line of duty.” In 2010, military firefighters who die while performing firefighting duties were included.

Congress established the nonprofit National Fallen Firefighters Foundation in 1992 to honor and remember America’s fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Each October, a grateful nation honors its fallen heroes during the National Fallen Firefighters Memorial Weekend. In partnership with the USFA, the Foundation manages the weekend events that celebrate the lives of these men and women. The weekend will culminate in the 31st Annual National Fallen Firefighters Memorial Service on Oct. 6, 2013.

The Foundation provides transportation, lodging and meals for immediate survivors of fallen firefighters being honored. This helps survivors participate in Family Day sessions, conducted by trained grief counselors, and attend the public tributes. Returning survivors help with program activities and participate in special events. Fire service personnel from across the country volunteer to serve as family escorts and honor guard units.

National Memorial Park

America’s fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. A Walk of Honor[®] now winds through the Park and contains over 9,000 inscribed bricks. In 2006, a multiyear restoration of the National Fallen Firefighters Memorial Chapel was completed, and the Foundation offices are there. In 2007, the “To Lift a Nation” statue created by sculptor Stan Watts was added to the Park. Three bronze firefighters, standing three times life-size, raise the American flag in honor of all firefighters lost on 9/11 and as a symbol of hope to those left behind.

The National Fallen Firefighters Foundation

When a firefighter dies in the line of duty, the Foundation provides survivors with a place to turn. Families can receive emotional assistance through a Fire Service Survivors Network. This Network matches survivors with similar experiences and circumstances. This contact can be an important part of their healing. Families receive a special publication just for survivors, a quarterly newsletter, and specialized grief resources. A Fire Service Survivors Conference is held annually. Survivors attend workshops on grief, life skills, public speaking, parenting, stress management, and financial management.

The Foundation’s Sarbanes Scholarship Program provides assistance with education and job training costs for spouses, life partners, children and stepchildren of firefighters honored at the Memorial. Since its inception in 1997, a total of 740 scholarships totaling more than \$2,099,946 have been awarded.

Under a Department of Justice (DOJ) grant, the Foundation offers regional training sessions to help fire departments handle a line-of-duty death (LODD). Departments can receive resources and support through the Foundation. Immediately after a death, a Chief-to-Chief Network provides professional and personal support from another chief who “has been there.” The DOJ grant also provides funding for Local Assistance State Teams (LAST) to help departments and families immediately after an LODD occurs. These teams assist the families with filing the paperwork for local, state and federal benefits. To date, teams from 49 states have been trained.

After the World Trade Center tragedy, the Foundation coordinated resources from across the country to provide logistical and peer support to FDNY’s Counseling Services Unit. The Foundation continues to provide support to the Counseling Services Unit as well as long-term emotional support for the fallen firefighters’ families.

In 2007, the Foundation provided assistance to the families of the nine firefighters killed in the Super Sofa Store fire and the Charleston Fire Department.

In partnership with the USFA, the Foundation launched the Everyone Goes Home[®] Firefighter Life Safety Initiatives program in 2004. This program is aimed at reducing the number of firefighter fatalities. The website www.everyonegoeshome.com provides information about this program.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

P.O. Drawer 498
Emmitsburg, MD 21727
Email: firehero@firehero.org
Telephone: 301-447-1365

The National Civil Defense/Emergency Management Monument

On Nov. 13, 1999, President Clinton signed a bill (HR 348/PL 106-103) that granted authority to the National Civil Defense Monument Commission to construct a monument at FEMA's National Emergency Training Center (NETC) in Emmitsburg, Md.

The purpose of the monument is to honor the thousands of Civil Defense and Emergency Management professionals and volunteers who have worked hard and faithfully to protect the public from both man-made and natural hazards. This monument particularly recognizes the numerous military and civilian volunteers and professionals who have gone beyond the normal call of duty to save lives and alleviate suffering in times of crises. The monument serves as an enduring reminder of the heartfelt thanks that a multitude of people feel whenever they remember those who have selflessly served them or their loved ones in times of great need.

The centerpiece of the monument is a 15-ton block of polished white Vermont granite, shaped as a three-sided pyramid, representative of the federal, state and local governments and their efforts in working together to accomplish a joint mission. The triangular base is 5 feet on each side, rising to 15 feet in height. The pinnacle of the monument is capped with a large, bronze American eagle, sculpted by the world-renowned sculptor, Lorenzo Ghiglieri. The base is encircled by a stone and concrete plaza with appropriately inscribed bronze state plaques embedded in concrete, surrounded by a circle of state flags. A brick wall rises 3 feet in height on the back or south side of the plaza. Near the edge of the plaza are two bronze plaques bearing the names of advocates and members of the Monument Commission.

The monument was dedicated on April 6, 2002. The Commission plans to hold an annual memorial service to pay tribute to those who have given to their fellow citizens by mitigating the potential losses from emergency situations, for those who have responded to emergencies, and to the professionals and our elected officials who strive to improve the methods of handling emergencies.

National Fire Academy Course Attendance Information

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services (EMS), fire-related emergency management activities, or allied professions is eligible to apply for NFA courses. As a rule, participants may not take the same course more than once.

The NETC is an equal opportunity campus. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin or disability in its admissions and student-related policies and procedures. NETC actively encourages all qualified minority and female candidates to apply for all courses.

Applicants must meet specific selection criteria for each course. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

Mandatory Prerequisites for All National Fire Academy Courses

In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q0462 and Q0463 courses available through NFA Online at usfa.fema.gov/nfa/nfaonline, we will accept other National Incident Management System (NIMS)-compliant equivalent training as provided by state and federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q0462, ICS-100, "Introduction to ICS for Operational First Responders" F/W0806 "NIMS ICS for the Fire Service" F/W0163 "NIMS ICS for EMS"
ICS-200	Q0463, ICS-200, "Basic NIMS ICS for Operational First Responders" F/W0806 "NIMS ICS for the Fire Service" F/W0163 "NIMS ICS for EMS"
ICS-300	H0465, ICS-300, "Intermediate ICS for Expanding Incidents for Operational First Responders" R0308, "Command and Control of Fire Department Operations at Natural and Man-Made Disasters" (June 2007 or later) R0152/N0152, "EMS: Special Operations" (March 2007 or later) R0243/N0243/O0243, "Hazardous Materials Incident Management" (July 2007 or later) R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)
ICS-400	H0467, ICS-400, "Advanced ICS for Command and General Staff, Complex Incidents, and MACS" R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)

Application Procedures

IMPORTANT: New Student Identification Number (SID) required.

Students applying for FY 2014 training courses (those starting after Sept. 30, 2013) are required to register for a SID. This number will be used in place of your Social Security Number (SSN) on General Admissions Application forms.

How to Register for a Student Identification Number:

NFA students interested in applying for any course will need to **register for a SID that will be used in place of the SSN**. This number can be obtained through the Center for Domestic Preparedness (CDP) Corporate Training Administration System (CTAS).

Applications for FY 2014 NFA courses that do not include a SID will not be processed.

To Obtain a SID:

1. Register for a SID at <https://cdp.dhs.gov/femasid>.
2. Click on "NEED A FEMA SID?."
3. Follow the instructions to create your account.

Use the SID in place of the SSN on the General Admissions Application Form (FEMA Form 119-25-1) and General Admissions Application Short Form (FEMA Form 119-25-2).

The FY 2014 course schedule for on-campus courses is in this catalog. General Admission Application forms may be downloaded from the USFA website at www.usfa.fema.gov/nfa/about/attend/apply.shtm.

Only the February 2012 or later version of the FEMA Form 119-25-1 will be accepted.

Completed applications for on-campus courses must be sent to the following address during the appropriate application period:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Ave.
Emmitsburg, MD 21727-8998

Stipend or application questions may be directed to the NETC Office of Admissions at:

1-800-238-3358, ext. 1035; 301-447-1035; fax 301-447-1441; or via email to: netcadmissions@fema.dhs.gov

The Academy operates on a two-semester year with a separate application period for each semester.

Open Application Period	For Courses Beginning
April 15 to June 15, 2013	Oct. 1, 2013 to March 31, 2014
Oct. 15 to Dec. 15, 2013	April 1 to Sept. 30, 2014

Applications will not be considered if they are postmarked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.**

The Office of Admissions will notify students of the status of their applications approximately 60 days after the close of the application period. Information regarding applications will not be available prior to this time.

Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities. See specific course descriptions for applicable courses. In addition, many of the on-campus classes use PowerPoint, Microsoft Excel, and Microsoft Word during class assignments. Students should be familiar with these programs.

Travel Planning: Applicants must not make travel plans prior to receiving an official acceptance package from the NETC Office of Admissions. Acceptance packages contain important travel information for the specific classes.

Lodging: All lodging rooms are nonsmoking rooms and are randomly assigned prior to your arrival. Because of the random assignments of rooms, classmates may not be lodged together. If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room. However, if you have a disability and require special accommodations, please note those accommodations on your application. If you are required to pay for your lodging, you may do so by cash, personal check, traveler's check and credit card (MasterCard, Visa, American Express and Discover).

If you are a non-DHS federal employee, your Travel Authorization should state that "Housing will be provided to the traveler at NETC" (currently \$40 per night), payable upon arrival at NETC. If housing is not available at NETC, a "Certificate of Non-Availability" will be issued by NETC. If you are a foreign student, private sector representative, or contractor to a state or local government entity, you are responsible for your own travel and per diem costs, and lodging (currently \$40 per night), payable upon arrival at NETC. USFA accepts credit card payment (Visa, MasterCard, Discover or American Express) for lodging. If you are a DHS employee (includes DAE/SAEs), you must present a copy of your travel authorization at registration, and you should read the FEMA instructions, policies and controller-grams dealing with travel to NETC. Your travel authorization should state that "Housing will be provided to the traveler at NETC at no cost." If lodging on the NETC campus is not needed, you must notify the Housing Office in writing at FEMA-netc-housing@fema.dhs.gov. Failure to notify the Housing Office that lodging is not needed will result in you being charged for the room for the length of the course.

If you are a federal employee participating in a course at NETC, a dormitory room will be reserved for you. If you do not require lodging at NETC, you must notify the Housing Office in writing at FEMA-netc-housing@fema.dhs.gov. You must make this notification upon receipt of your acceptance letter. Failure to notify the Housing Office that lodging is not needed will result in your being charged for the room for the length of the course.

Food Service: There is an on-campus dining facility. The meal cost is available in the NETC Welcome Package which can be viewed at www.usfa.fema.gov/downloads/pdf/NETC-Welcome_Package.pdf. Meals may be paid for with cash, traveler's check, purchase order, credit card (MasterCard or Visa) or by advance payment. There are no refunds for meals missed. **All participants residing on campus must purchase a meal ticket.** Any participant who does not purchase a meal ticket must move off campus for the duration of the course at his or her own personal expense. Participants staying off campus must pay for morning and afternoon breaks.

Security: Due to increased security precautions, students should bring two photo IDs to campus. **PLEASE HAVE THEM WITH YOU, NOT IN YOUR BAGGAGE!** If you do not have the photo IDs, you will not be permitted on campus. Security checks will delay your registration at the NETC.

If you are a student from a foreign country, please be prepared to show your passport or visa at registration.

Firearms: Prohibited on Campus! Due to heightened security requirements, please understand that security and law enforcement personnel may search you, your vehicle, or your luggage. Maryland law is very narrow in its definition of law enforcement officers who may carry firearms. For your own protection, and to expedite your processing into the NETC, **do not bring weapons of any kind to campus.** Weapons include knives with blades longer than 3 inches, machete, bow and arrows, ammunition, rifles, shotguns, pistols, etc. Sworn/Commissioned and state POST certified officers, and federal officers, or local officers with concurrent jurisdiction who require a firearm for the performance of **required official duties** must obtain an exception from the Director of Support Services **prior** to arrival on campus. If you do arrive at NETC with weapons of any kind without prior approval, your entry to campus will be significantly delayed.

Alcoholic Beverages: Consumption of alcoholic beverages is limited to the Pub and Log Cabin. **Alcohol is not allowed in lodging rooms or vehicles and will be confiscated.** If you arrive at NETC with, or are attempting to bring alcohol on campus, your entry to campus could be significantly delayed.

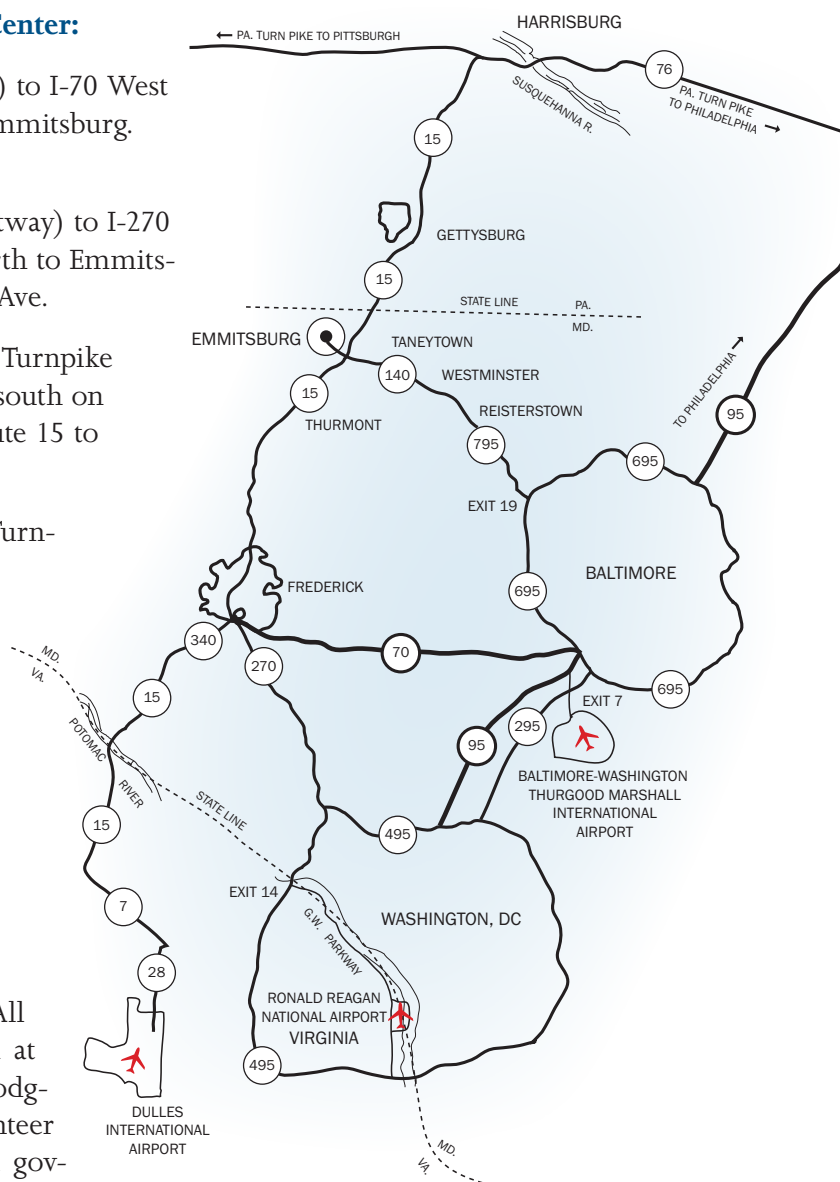
Registration: Upon arrival, students must report to Building C to obtain room assignments and key cards. Students may be lodged a distance from the registration building; for this reason, we recommend luggage with wheels. Picture identification is required at registration and for entry to campus.

Transportation and Parking: Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the course ends. Specific travel information relative to each course will be included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at 301-447-1113 at least two weeks in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12:30 p.m. the day before class begins. Departure is any time after graduation, which is concluded by 9 a.m. for 10-day classes and 5 p.m. for six-day classes on the last day of class.

Directions to National Emergency Training Center:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (toward Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Ave.
- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Ave.
- **From Philadelphia and East:** Pennsylvania Turnpike East to Gettysburg Exit 236 (Route 15). Go south on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Ave.
- **From Pittsburgh and West:** Pennsylvania Turnpike East to Gettysburg Exit 236 (Route 15). Go south on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Ave.
- **From Herndon, Va. (Dulles Airport):** Turn left onto Route 28 (turns into Route 7). Take Route 7 West to Route 15. At Leesburg, Va., take Route 15 North to Frederick, Md. Continue on Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Ave.



Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Currently, transportation costs and lodging for students who represent career or volunteer fire departments, rescue squads, or state/local governments attending on-campus courses are provided as part of funding under the Student Stipend Reimbursement Program.

Students from other countries, other federal agencies, private industry, or contractors of state/local fire departments or government entities must pay their own transportation and lodging fees. All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses. Incidental expenses may include items such as class picture, class shirts and class donations.

Stipend reimbursement is limited to one trip for each student per fiscal year. Therefore, you will not be considered for another course during the same fiscal year without notifying us in advance that you understand that your second trip will be entirely at your expense. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If, for any reason, you do not purchase the 21-day ticket, your reimbursement will be limited up to the state ceiling as established by NETC. If you choose to drive, you will be reimbursed the current privately owned vehicle (POV) federal mileage allowance or up to the state ceiling, **whichever is less**. POV mileage is subject to validation. Complete details will be provided in your course acceptance materials.

Reimbursement will be made by direct deposit to an account bearing the student's name, identified by the student. We request that each student provide a copy of a check (**not** a deposit slip). If appropriate bank information is not supplied, reimbursement shall be denied.

If you have questions about your eligibility to receive a stipend, please call the NETC Admissions Office at 301-447-1035 or 1-800-238-3358, ext. 1035.

National Fire Academy Policies

- **Class Attendance and Conduct:** Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends. Students must attend and participate in all class sessions and successfully complete the evaluation criteria to receive a certificate and stipend reimbursement.
- Any student needing to depart campus early and miss any portion of the course and/or graduation must make the request in writing to the Course Manager or Training Specialist. The Course Manager or Training Specialist, in collaboration with the Superintendent, may waive the attendance requirement in order to accommodate the students with extraordinary circumstances as long as the student completes all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Dress Code: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and is appropriate for both climate differences and classroom activities. Generally, the standard is business casual. NFA staff have the authority to make a determination that a student's attire is inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable attire for classroom settings:

- **Males:** Shirts with collars; slacks; including departmental uniforms (no T-shirts); and shoes and socks. Optional items include sweaters, sport coats, ties, etc.
- **Females:** Dresses; blouses; slacks; skirts; departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.
- "Principles of Fire Protection: Structures and Systems" students will need work clothes (no turnout gear) for the Fire Protection Lab activities during the course.
- "Fire/Arson Origin-and-Cause Investigations" students will need work clothes (no turnout gear) for the second week of the course.

Acceptable attire for graduation:

- **Males:** Suits; sports coats; class shirts or dress shirts with ties; dress slacks; or departmental dress uniforms.
- **Females:** Suits or dresses; blouses or class shirts with dress slacks or skirts; or departmental dress uniforms.

Shorts, tank tops, ball caps, etc., are not permitted in the classrooms or the auditorium. Bathing suits/trunks are not permitted outside the pool area. No mini skirts. Bare midriffs are not acceptable. Jeans and T-shirts are not appropriate classroom attire.

Cancellations: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. Students who are accepted into a course offering should take their obligation to attend very seriously.

Student Failure: A student who fails an NFA course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the government; i.e., a second stipend will not be provided and the individual will be charged for on-campus lodging. This restriction will apply until the individual successfully completes an NFA on-campus course.

Non-U.S. Citizen Attendance

A very limited number of opportunities exist for non-U.S. citizens representing foreign organizations to attend NFA courses. Non-U.S. citizens interested in applying should send applications to:

NETC Office of Admissions
Building I, Room 216
National Emergency Training Center
16825 South Seton Ave.
Emmitsburg, MD 21727-8998

Telephone: 301-447 1035

Fax: 301-447-1441

Non-U.S. citizens must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Applications from non-U.S. citizens are not considered during the random selection process following each application period. After students have been placed, if there are vacancies, non-U.S. citizens are considered. Therefore, applications are accepted from non-U.S. citizens for courses/conferences any time during the year but must be received at least 60 days prior to the course/conference start date. The applicant should be notified of acceptance/rejection no less than two weeks prior to the start date. Placement for a requested date for course offerings cannot be guaranteed.

Non-U.S. citizens may attend up to two course offerings at NFA per year, preferably in back-to-back courses. Please **do not** make any travel arrangements until you are notified in writing of your acceptance.

Credit for National Fire Academy Courses

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may contribute credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The **American Council on Education's College Credit Recommendation Service** (ACE CREDIT) has evaluated and recommended college credit for NFA courses. ACE, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

Course descriptions include the ACE recommendation for credit hours, curricula and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. Specific information on credit equivalency recommendations are included in the course descriptions in this catalog under the heading “ACE Recommendation.”

Through the **International Association for Continuing Education and Training** (IACET), the NFA is awarding continuing education units (CEUs) for its 10-day and six-day on-campus courses, its two-day on- and off-campus courses, as well as NFA Online courses. The CEU is a standard unit of measure, with one CEU representing 10 contact hours of participation in an organized continuing education/training experience. Records of participation are maintained permanently and issued from the NETC Admissions Office upon request. Specific information on CEUs is included in the course description in this catalog under the heading “IACET CEU.”

Through the **Continuing Education Coordinating Board for Emergency Medical Services** (CECBEMS), the NFA is awarding continuing education (CE) credits for its 10-day and six-day residential EMS courses. The CE is a standard unit of measure, with one CE representing one contact hour of participation in an organized continuing education/training experience, identified by topic area. Specific information on CE credits is included in the course description in this catalog under the heading “CECBEMS CE.”

Transcript Request

Upon written request from the student, the NETC Office of Admissions will provide transcripts to students and educational institutions at no cost to the student. Please include the following information in your request:

- your full name;
- home mailing address;
- telephone number where you can be reached during the day;
- name and address of the college/university to which you want the transcript sent (if applicable); and
- your signature.

Mail, fax or email your request to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Ave.
Emmitsburg, MD 21727-8998
301-447-1441
netcadmissions@fema.dhs.gov

Fax:

Email:

Course Coding

To help identify the different courses available through NFA, the following list of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- F Two-Day Off-Campus NFA-Sponsored Deliveries
- H State/Local Partner-Sponsored Training System Deliveries (Handoff)
- N 10- and Six-Day Off-Campus NFA-Sponsored Deliveries
- O State Training System Deliveries
- P Pilot Deliveries
- Q Self-Study courses
- R 10- and Six-Day On-Campus Deliveries
- W Two-Day On-Campus Deliveries
- Y Endorsed Course Deliveries and/or State-Developed Courses

Evaluation of National Fire Academy Courses

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

NFA courses also are evaluated by students and their supervisors using the Academy's Long-Term Evaluation Program. NFA invites students and supervisors to sign up and complete the online evaluation process four to six months after the student has returned to the job following NFA training. This way the Academy can determine what elements of NFA training have been transferred to the job and ultimately are making a difference in the reduction of the loss of life from fire-related hazards.

Students, supervisors and co-workers are encouraged to share experiences and provide feedback to NFA on application of training following the student's return to regular duties via the NFA Evaluation Center at NFA-Evaluation@fema.dhs.gov.

NFA has a special interest in reports about Academy influence on:

- implementation of NIMS;
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;
- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;
- distance education using various computer-based and media technologies; and
- courses used in conjunction with FEMA's community-based predisaster mitigation programs.

The Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the USFA/NFA designed to provide senior officers and others in key authority roles with an understanding of:

- the need to transform fire and emergency services organizations from being reactive to proactive, with an emphasis on leadership development, prevention and risk reduction;
- transforming fire and emergency services organizations to reflect the diversity of America's communities;
- the value of research and its application to the profession;
- the value of lifelong learning; and
- enhanced executive-level knowledge, skills and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning.

The officers enhance their professional development through a unique series of four graduate and upper-division baccalaureate-equivalent courses. The EFOP spans a four-year period with four core courses. Each course is two weeks in length.

EFOP participants must complete an Applied Research Project (ARP) that relates to their organization within six months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

The selection criteria for the EFOP is divided between two areas:

- Service Requirement
- Academic Requirement

Interested applicants are urged to read all criteria carefully to ensure that the minimum requirements are met when submitting their application package.

Service Requirement

At the time of application, the applicant must be in a rank/position that complies with one of the following:

- Chief of department or equivalent;
- Chief officers or equivalent who head major bureaus or divisions within a fire department/emergency medical services organization. Examples of functions include suppression, emergency medical, prevention, emergency management and training;
- Battalion-level chief officers from IAFC/NFPA metro-size organizations.

For interested applicants who are not in the positions previously described, those who are serving in supervisory level positions (e.g., battalion chief, captain, lieutenant) will also be considered for EFOP as part of the Service Requirement if the applicant can demonstrate having previously exercised leadership within his or her organization, and who aspire to more senior position of authority within his or her organization. This audience category is referred to as "Key Leading" Candidates.

Firefighters, firefighter paramedics, engineers, drivers or chauffeurs will not be considered as eligible in meeting the EFOP Service Requirement.

Academic Requirement

This requirement has recently change. Please review carefully and note that it will change again on June 15, 2013.

For applications submitted between now and June 15, 2013: Applicants must have a baccalaureate degree from a college or university whose accreditation and status is recognized by the U.S. Department of Education. Applicant should submit a photocopy of their diploma certificate.

For applications submitted after June 15, 2013: Applications submitted after June 15, 2013, until June 15, 2014, will be for the FY 2015 class. The EFOP selection process regarding the academic prerequisite requirement will now become (after June 15, 2013) a two-tiered transcript-based evaluation process.

Applicants qualified under Tier 1 must have a baccalaureate degree including:

1. A minimum of 60 college credit hours (or quarter-hour equivalent) must come from course work **not associated with** “credit by examination” and/or “life experiences” (including credit for nonacademic certificate courses and/or professional certifications).
 - a. **No more than** 30 college credit hours (or quarter-hour equivalent) from “credit by examination,” i.e., DANTES Subject Standardized Test (DSST), College Level Examination Program (CLEP), etc.
 - b. **No more than** 30 college credit hours from “life experiences” (including credit for nonacademic certificate courses and/or professional certifications).
2. Applicants must include within their application package an official transcript **and** one of the following:
 - a. A letter from the degree-granting institution certifying that no more than 30 hours of the college credit (or quarter-hour equivalent) came from “credit by examination” and/or 30 hours of the college credit came from “life experience” (including credit for nonacademic certificate courses and/or professional certification) or;
 - b. A copy of the policy of the degree-granting institution indicating that no more than 30 hours of the college credit (or quarter-hour equivalent) toward a baccalaureate degree may be gained through “credit by examination,” **and** no more than 30 hours of college credit toward a baccalaureate degree may be gained through “life experience” (including credit for nonacademic certificate courses and/or professional certifications).

Applicants qualified under Tier 2: Applicants with degrees from nationally and regionally accredited institutions recognized by the U.S. Department of Education yet not meeting the 30/30/60 credit hours distribution as described within Tier 1 will be considered but categorized as **Tier 2**. Tier 2 applicants will compete for the remaining vacancies after all Tier 1 applicants have been admitted.

National Fire Academy staff may consider additional changes in required documentation necessary to facilitate this modified selection process. For example: **if** details in the official transcript include the number of credits by examination and life experience, additional documents may not be required.

Other selection criteria (e.g., rank, position, responsibilities) as previously described within “Service Requirement” remain in practice.

The National Fire Academy will provide a review of the selection process and relevant criteria to the National Fire Academy Board of Visitors at the end of each year.

All application packages will be reviewed on an individual basis and will require seven separate items:

1. FEMA Form 119-25-1, General Admissions Application. In Block 9, please specify “Executive Fire Officer Program.”
2. FEMA Form 119-95-5, Executive Fire Officer Program Application. This form contains a series of short-answer questions that must be responded to and submitted. The form can be found online at www.usfa.fema.gov/nfa/efop/apply.shtm.
3. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant’s qualifications (see eligibility sections); commitment to complete the entire program, including the applied research; and the applicant’s perceived expectation(s) of the program.
4. The applicant’s résumé.
5. A letter of recommendation from the applicant’s immediate supervisor (chief of department, mayor, city manager, etc.), indicating the organization’s commitment to allow the applicant to complete the required courses and research.
6. A copy of the applicant’s terminal academic diploma or transcript.
7. An organizational chart that depicts the applicant’s position.

The application package must be sent to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Ave.
Emmitsburg, MD 21727-8998

“Key Leading” Selection Criteria

The EFOP is USFA’s premier executive education program, with a limited capacity of participants each year. The primary audience is executive-level chief officers; however, a limited number of nonexecutive-level applicants who are serving in positions with opportunities to exercise leadership will be considered for the EFOP. Once the minimum academic requirement has been demonstrated, candidates will be selected on the following criteria:

NOTE: It is not required that a candidate possess all of the following. However, the more achievements and criteria presented, the stronger a candidate’s application will be considered.

- Those applicants requesting consideration for a key leading slot must possess the minimum academic requirement of bachelor’s degree. Advanced academic degrees will further strengthen the candidacy of the applicant.
- Unique perspectives that broaden the diversity of EFOP.
- Strength of the department chief’s or sponsor’s recommendation, commitment to supporting the applicant’s participation, and description of the applicant’s potential impact on the organization.
- Applicants with a Company Officer (CO) level rank are eligible to apply. Firefighters/ Engineers are not eligible.
- Personal accomplishments and significant contributions to the fire and emergency services and/or the community.
- Potential for future impact on the fire service.

It is expected that the applications for these limited number of positions will be very competitive in nature. Applicants are encouraged to review all of the aforementioned and following selection/ application elements carefully before submitting their application package.

Both application forms, as well as the accompanying materials, will be evaluated in assessing each applicant's qualifications for EFOP acceptance. Final selection is competitive due to the limited number of available slots. Each applicant will be notified in writing as to acceptance or nonacceptance into the EFOP. Qualified women and minority candidates are encouraged to apply.

How to Apply

NOTE: Candidates may submit an application package at any time during the year. However, there is a cutoff date of June 15 for each fiscal year. Thus, in order to be considered for the FY 2014 (Oct. 1, 2013 to Sept. 30, 2014) EFOP, the application must be postmarked no later than June 15, 2013. Applications postmarked after that date will be considered for the next fiscal year.

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility, either voluntarily or involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the four-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: Future participation in EFOP courses is contingent upon the successful completion of the required ARPs. The participant bears the responsibility for any travel costs associated with course cancellation and for failing to complete the required research in a timely manner.

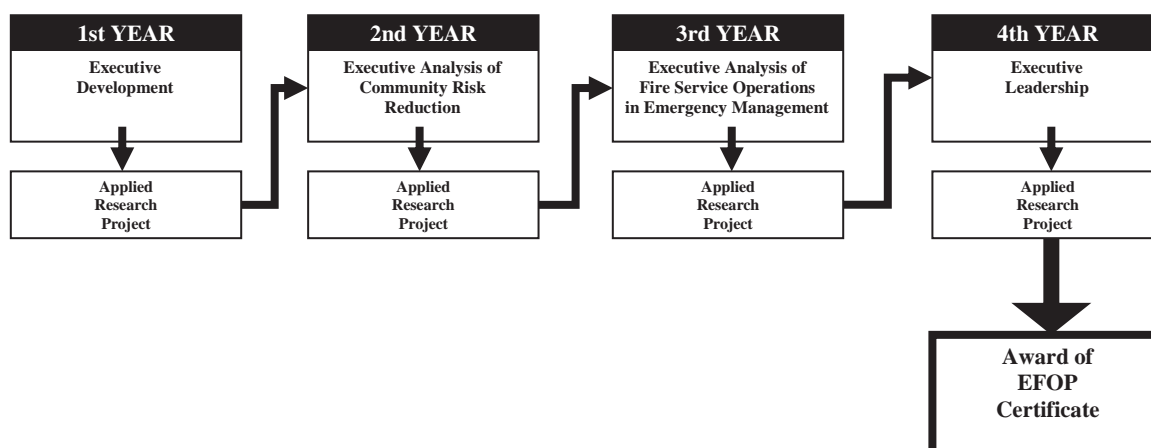
Conditional Acceptance to EFOP

Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the ARP(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces is available for individuals interested in taking an EFOP course, but not as part of the four-year program. This may be the result of not meeting the academic degree requirement and/or not wanting to commit to the four-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

EXECUTIVE FIRE OFFICER PROGRAM



Twenty-sixth Executive Fire Officer Program Graduate Symposium

Each spring, USFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provides presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation yet provide an opportunity to engage in "battery charging."

The twenty-sixth EFOP Graduate Symposium is scheduled for May 2-4, 2014. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R0120)." Applications must be received by March 15, 2014. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Preliminary application procedures have been established for the 2014 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership consisting of the International Association of Fire Chiefs (IAFC), the International Fire Service Training Association (IFSTA), the National Fire Protection Association (NFPA), and the USFA. A limited number of fellowships will be awarded to attend the John F. Kennedy School of Government's "Senior Executives in State and Local Government" program at Harvard University. The three-week summer program is conducted on the Harvard campus in Cambridge, Mass.

The following criteria and guidelines will apply for the 2014 program:

- Application is open to **senior fire executives** who have demonstrated significant accomplishments and have further potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during 2011, 2012 or 2013 will not be considered.
- The application package must include the following items: the Kennedy School of Government application and sponsor's recommendation forms (see below); a résumé; and an organizational chart of the applicant's sponsoring organization (with applicant's position highlighted).

A semifinalist group of candidates will be invited to Emmitsburg, Md., for an oral interview and selection process. Travel expenses for this step (if chosen) are the responsibility of the applicant and are nonreimbursable. If selected to receive a fellowship, applicants must be available to attend either of the two summer sessions.

Further information is to be posted online in mid-November (2013) at all of the four sponsoring organizations' websites (IAFC, IFSTA, NFPA and USFA). Final instructions for submitting applications also will be posted.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the Training Specialist for Executive Education at 1-800-238-3358, ext. 1072 or 301-447-1072.

Six-Day and 10-Day Residential Curriculum

Mandatory Prerequisites for ALL NFA Courses: In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q0462 and Q0463 courses available through NFA Online at usfa.fema.gov/nfa/nfaonline, we will accept other NIMS-compliant equivalent training as provided by state or federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q0462, ICS-100, "Introduction to ICS for Operational First Responders" F/W0806, "NIMS ICS for the Fire Service" F/W0163, "NIMS ICS for EMS"
ICS-200	Q0463, ICS-200, "Basic NIMS ICS for Operational First Responders" F/W0806, "NIMS ICS for the Fire Service" F/W0163, "NIMS ICS for EMS"
ICS-300	H0465, ICS-300, "Intermediate ICS for Expanding Incidents for Operational First Responders" R0308, "Command and Control of Fire Department Operations at Natural and Man-Made Disasters" (June 2007 or later) R0152/N0152, "EMS: Special Operations" (March 2007 or later) R0243/N0243/O0243, "Hazardous Materials Incident Management" (July 2007 or later) R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)
ICS-400	H0467, ICS-400, "Advanced ICS for Command and General Staff, Complex Incidents, and MACS" R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)

Executive Development Curriculum

Executive Development (R0123)

"Executive Development" is the entry course for the Executive Fire Officer Program (EFOP). This 10-day course is intended to provide a framework in which leadership is a process whereby you and others perform adaptive work. The three primary themes of the course are leadership, research and change. Through a combination of theory, case-study analysis, reflection, introspection, and self- and observer-based assessment, participants learn how to enhance personal/team development and engage in applied research.

The curriculum includes self- and observer-based survey assessment instruments, case-study analysis, an adaptive challenge consult, and experiential activities.

Course units include adaptive leadership, teams, change management, research, change and creativity, adaptive problems, research practicum, service quality, organizational culture, ethics and change management, and research proposals. There is a required pre-course assignment dealing with applied research and book reading.

Student Selection Criteria: Please refer to the “Selection Criteria for the EFOP” and “Participation in EFOP Courses as a Non-EFOP Participant” sections. Students enrolled in the EFOP will be given priority.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the graduate degree category, three semester hours in public administration or public safety.

IACET CEUs: 6.3

Post-course Requirement for EFOP Students: An Applied Research Project (ARP) is a required post-course activity.

Executive Leadership (R0125)

This concluding 10-day course of the EFOP was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based multirater assessment instruments, case-study analysis, role playing, and adaptive problem consult, experiential activities, and a staff ride. Participants complete a “personal plan” to assess currency and then create goals in four areas of their professional, personal, community, and family life.

Course units include purpose and integrity, giving and using feedback, thinking systemically, thinking politically, developing self to exercise leadership, decision-making, politics and public policy, influence and persuasion, negotiation, storytelling, an exercising leadership practicum, managing multiple roles, taking risks, being in transition, staying alive, and a staff ride to the Gettysburg National Military Park.

Student Selection Criteria: Please refer to the “Selection Criteria for the EFOP” and “Participation in EFOP Courses as a Non-EFOP Participant” sections. Students enrolled in the EFOP will be given priority.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, three semester hours in organizational behavior, fire science, personnel management, public administration, or management as an elective.

NOTE: Student must successfully complete research paper in order to receive graduate credit recommendation.

IACET CEUs: 6.3

Post-course Requirement for EFOP Students: An ARP is a required post-course activity.

Management Science Curriculum

Communications for Emergency Services Success (R0107)

This 10-day course focuses on verbal and written communication skills for fire/emergency medical services (EMS) managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of documents used in large and small departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations and training materials; correspondence with the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one-/two-way feedback, verbal and nonverbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise COs.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in fire service administration.

IACET CEUs: 8.0

Strategic Organizational Issues in Fire and EMS (R0331)

This 10-day course is designed to prepare fire/EMS managers and executives to understand organizational theory as it relates to practice. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decision-making, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a post-course report on the various organizational theories learned. The report is due six months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise COs.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.

- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in fire service administration.

NOTE: Students will complete a six-month final project that demonstrates their ability to use the theoretical concepts from this course in evaluating their own department, prior to receiving the credit recommendation.

IACET CEUs: 5.8

Effective Leadership Skills for Fire and EMS Organizations (R0332)

This 10-day course is designed to prepare fire/EMS managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational environments are defined. Components of a successful human resource development plan are examined.

Course units include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise COs.
- Individuals presently assigned to top-level management positions with limited training.
- COs who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, four semester hours in fire service administration.

IACET CEUs: 5.8

Administration of Public Assistance for Community Recovery (R0335)

The purpose of this six-day course is to help students increase the administrative alignment of their organizations, people, process and paperwork to meet federal fiduciary standards for public assistance recovery. The topics include Stafford Act, Office of Management and Budget (OMB) standards; FEMA policies and procedures; National Incident Management System (NIMS) application; public assistance categories A-G; and the criteria for reimbursement of force account labor, force account equipment, materials, rented materials and contracts. The methodologies include case-study analysis, group discussions, and major simulation exercises transitioning from Emergency Operations Center (EOC) operations to long-term recovery.

Student Selection Criteria: Local, county, state or tribal officials who are or could be the public assistance agent representatives for their community.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendations: In the upper division baccalaureate degree category, two semester hours in fire science, emergency management, homeland security, and public safety.

IACET CEUs: 3.9

Emergency Medical Services Curriculum

Hot Topics Research in Emergency Medical Services (R0139)

This six-day course provides learners with the knowledge and skills to identify and research hot topics in emergency medical services to ultimately identify, promote and embrace evidence-based system or service improvements. Skills addressed include problem statement identification, research strategy and proposal, literature and data evaluation, and project status briefing. Students will bring a topic important to their agency/community to base the research on and will construct a program proposal, begin the research process, and present a project status briefing.

Student Selection Criteria: EMS middle management personnel (including shift supervisor, captain, division/battalion chief, crew leader, administrator, etc.) and others providing evidence-based system or service improvements..

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training. Q0170 "Data Gathering Instruments to Support Applied Research Projects." Q0171 "Designing an Applied Research Project Proposal."

ACE Recommendation: ACE has not yet reviewed this new course.

Emergency Medical Services Incident Operations (R0147)

In this six-day course, EMS personnel/officers/supervisors review Incident Command System (ICS) and study proper incident command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within incident command, resource management, interagency and mutual aid, size-up and strategy, tactics and action plans, EMS company operations, preincident preparation, incident organization, and strategic command.

Student Selection Criteria: Emergency response personnel with responsibilities to implement the initial and early expanding EMS functions of an ICS at medium- or large-sized incidents.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- IS-700 "National Incident Management System (NIMS) An Introduction" (<http://training.fema.gov/IS/>).
- IS-201 Forms Used for the Development of the Incident Action Plan (<http://training.fema.gov/IS/>).

Recommended Prerequisite: "EMS Functions in the ICS" (F0166).

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in emergency medical services, public administration, or fire science.

Management of Emergency Medical Services (R0150)

This 10-day course focuses on supervisory management practices as they relate to EMS in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria: Individuals with mid-level management responsibility for an EMS delivery system (battalion/division chief, captain, shift supervisor).

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, three semester hours in fire science, health care administrator, community health public administrator, or emergency medical supervision.

IACET CEUs: 6.9

CECBEMS CE: 52.25-Management

Advanced Leadership Issues in Emergency Medical Services (R0151)

This 10-day course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decision-making techniques. Leadership techniques as they relate to establishing and directing EMS work teams are also an important part of this course.

Student Selection Criteria: Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency. Individuals with decision-making responsibility within an EMS system, e.g., EMS council membership, EMS mid- to upper-level management/coordination, training management, medical control, etc.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

- “Management of Emergency Medical Services” (R0150) or a college-level management course. (College/University transcript should be submitted with application to satisfy the college-level management requirement in lieu of the R0150 course.)

ACE Recommendation: In the graduate or upper division baccalaureate degree category, three semester hours in emergency medical services, fire science, public administration, or health care administration.

IACET CEUs: 6.6

Emergency Medical Services: Special Operations (R0152)

This 10-day course enables EMS System Managers to prepare their organizations for major operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

Events such as mass-casualty incidents, storms, earthquakes, technological emergencies, mass gatherings, dignitary visits, and terrorism can place an unusual demand upon our ability to provide continued EMS response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems. This course meets NIMS requirements for ICS 300.

Student Selection Criteria: This course is for those who have management and planning responsibilities for an EMS system. The course is targeted primarily to middle managers at an operational level and to senior planners within the agency.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.
- IS-700 “National Incident Management System (NIMS) An Introduction” (<http://training.fema.gov/IS/>).
- IS-800 National Response Framework, An Introduction (<http://training.fema.gov/IS/>).
- IS-201 Forms Used for the Development of the Incident Action Plan (<http://training.fema.gov/IS/>).

ACE Recommendation: In the graduate or upper division baccalaureate degree category, three semester hours in emergency medical services, fire science, public administration, or health care administration.

IACET CEUs: 6.6

Emergency Medical Services: Quality Management (R0158)

This six-day course will provide the critical components, background and principles associated with the implementation, or enhancement, of a department’s Quality Management Program. The course teaches students how to create, implement and maintain a Quality Management Program, including historical examples, current models, and best practices of quality assurance and improvement, process improvement, data collection and analysis.

Throughout the course, students work on culminating activities relating to the development of a Quality Management Program. Students present the activity with classmates and instructors at the end of the course, allowing all students to take examples of Quality Management Programs to their departments.

Student Selection Criteria: Individuals who have department-level quality management (quality assurance, quality improvement), oversight or supervisory responsibilities.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in public safety or fire prevention.

Incident Management Curriculum

Conducting Local Risk Reduction by Company Officers (R0186)

This new six-day NFA course seeks to improve the skills of Company Officers (COs) to lead and conduct risk-reduction activities within the service area of their station/community. The course is both for the CO who is currently engaged in risk-reduction activities and the CO who desires to lay the foundation to start community risk reduction.

CLRRCO is about how a local fire station can plan, implement and evaluate risk-reduction activities to benefit the citizens it serves. The course features the role of the CO as an inspirational leader both within the fire station and in the service area of the station/community.

Students learn that a broader approach to fire protection involves multiple interventions, and when all are applied to a specific community risk issue, a difference is likely to occur, reducing risk for the citizens. Students also learn that by reducing the community's risk, the risk for firefighting forces is also reduced.

The risk-reduction model used in the course is similar to other NFA Executive Fire Officer courses and Vision 20/20 outreach efforts. The course emphasizes risk-reduction activities, which enable station personnel, through development and implementation of a plan, to reduce risks within their station service area. Students will have the opportunity to develop/simulate a plan to lead station personnel to reduce risks in their own service area.

Student Selection Criteria:

- COs who have station-based responsibility for a service area.
- Consideration also given to acting COs who have station-based responsibility for a service area.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Command and Control Decision Making at Multiple Alarm Incidents (R0297)

This six-day course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multialarm units. Emphasis is placed on rapid fireground decision-making, advanced incident command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents. The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multifamily occupancies, hotels, commercial occupancies, large shopping malls, railroads, wildland, and high-rise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations and student participation as instructional methods.

Student Selection Criteria: Command officers or individuals who have multialarm command responsibilities. Additionally, officers who may have this responsibility eventually and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

NOTE: While not a prerequisite to acceptance, students will be required to complete the online course "Awareness of Command and Control Decision Making at Multi-Alarm Incidents" (Q0297) available through NFA Online at usfa.fema.gov/nfa/nfaonline prior to their arrival for class. In addition, a pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to class start date.

ACE Recommendation: In the lower division baccalaureate/associate degree category, three semester hours in fire service management, fire administration, fire science, or public administration.

IACET CEUs: 4.8

Executive Analysis of Fire Service Operations in Emergency Management (R0306)

A required course for the EFOP, this 10-day course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational components of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Multiagency Coordination Systems (MACS) including the EOC, and emergency information systems. This course meets the NIMS requirements for ICS-300 and ICS-400.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student participation as instructional media.

Student Selection Criteria: Rank requirements:

- Chiefs of department or equivalent.
- Chief officers or equivalent who head a major bureau or division within a fire department, e.g., suppression, prevention, training, EMS, etc.
- Chief officers and senior deputies of state governmental fire organizations, e.g., state fire marshals and state directors of fire training.
- Field battalion-level officers from International Association of Fire Chiefs (IAFC) "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to class start date.

ACE Recommendation: In the graduate degree category, three semester hours in public safety or public administration.

IACET CEUs: 6.0

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R0308)

This 10-day course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decision-making skills and the interrelationship of the operational function to hazard preparedness, mitigation, response and recovery. Operational applications of the ICS, command and control, the ICS/EOC interface, the IEMS, evacuation, and sheltering and communications are just a few of the areas covered. The course is interactive, using lecture, simulations, scenarios and student participation as instructional methodologies. This course meets the NIMS requirements for ICS-300- and ICS-400-level courses.

Student Selection Criteria: Chief officers or other individuals who command fire department operations at catastrophic disasters. Additionally, individuals who may have this responsibility eventually and are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to class start date.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, three semester hours in emergency management, fire science, environmental science, or fire service management.

IACET CEUs: 6.7

Command and Control of Incident Operations (R0312)

In this six-day course, fire officers are introduced to the ICS, and they study proper command techniques for control and extinguishment of fires ranging from small, residential structures to multioccupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, size-up and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Individuals who have responsibility to command incidents within their jurisdiction, COs, and/or newly appointed officers, including those in an acting position of CO and/or newly appointed officers from small paid or combination fire departments. Additionally, individuals who are upwardly mobile in their organizations may be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to class start date.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, one semester hour in fire science or emergency medical services and one semester hour in lab or practicum.

IACET CEUs: 4.8

Command and Control of Fire Department Operations at Target Hazards (R0314)

This six-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations. The students are taught operational applications in the ICS, command and control, decision-making, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants and grain elevators. The course is comprehensive and uses lecture, case study, simulation and student participation as instructional methods. This course is not a tactics class but explains the development of the Incident Management Teams (IMTs).

Student Selection Criteria: Individuals or COs who would have the responsibility to command incidents involving target hazards.

Additionally, officers who may have this responsibility eventually and are upwardly mobile in their organizations may be considered. Since this is a unique six-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to class start date.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in fire science, emergency management, fire administration, fire technology, or public administration.

IACET CEUs: 4.2

Fire Protection Systems for Emergency Operations (R0227)

This six-day course is designed to provide Incident Commanders (ICs) with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will assist ICs to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes command officers, COs, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

Prerequisites:

- Students attending this class should have responsibility for command and control of incident operations.
- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Not less than three years' experience in fire suppression emergency operations.
- Experience with preincident planning policies and procedures.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire science or fire engineering.

IACET CEUs: 5.1

Planning and Information Management Curriculum

Fire Service Financial Management (R0333)

This 10-day course focuses on managing the effective allocation of resources and fiscal assets to improve service risk reduction and sustainability outcomes. This course introduces a method to evaluate the impact of changes in resource levels on performance goals and outcomes. There is a review of budgeting process and applications; however, this is not an accounting course. The course demonstrates how to identify and prioritize resource needs and create decision packages that align resources and funding with the most effective approach to risk-reduction outcomes. This is a resident course for fire/EMS, and their emergency service managers, community leaders, and others who need to tie capacity building, resource, and resource allocation to the community risk-reduction outcomes identified in their strategic/capability-based planning. This course supports coalition building and collaboration to obtain prioritized needs, resource allocation, tracking to sustain updated strategies, and the delivery of community risk identification and preparedness programs.

NOTE: Pre-course reading and data collection activities are required.

Student Selection Criteria: Fire, EMS and emergency services personnel who have direct influence or responsibility for the design, development and/or administration of the organization's resources/budget/logistics. Special admission is available for board members, financial managers, and town/city administrators responsible for fire service operations who attend the course with a fire/EMS chief officer.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in business administration, fire science, or public administration.

IACET CEUs: 7.0

National Fire Incident Reporting System: Program Management (R0491)

This six-day course is offered to enhance the knowledge and skills of those individuals responsible for the managing of National Fire Incident Reporting System (NFIRS) and/or multiple fire/EMS databases in their organization, and/or for those responsible for the training of field-level data collection and reporting staffs. This course provides information about the systems capabilities, data collection and analysis, and the available reporting features. Focus is on the higher level knowledge, skills and abilities required to collect, compile and analyze NFIRS data, to develop decision packages used as the basis for Standards of Cover and for comparative data based on local, state or national data and trends. The NFA's computer lab is used extensively for this course.

NOTE: Class activities require knowledge of NFIRS coding and familiarity with Microsoft Excel sufficient to navigate the toolbars. You will be directed in the Admission's Acceptance Letter to access the pre-course information. You must contact your NFIRS State Program Manager four weeks prior to the start of class to obtain permission for data access for use during the training. Additionally, you will need to complete a pre-course skills evaluation, data collection activities and recommended readings which are found in the pre-course information.

Student Selection Criteria: State, metropolitan and fire department NFIRS/EMS program managers/developers and other personnel responsible for NFIRS multisource data collection/ analysis, and for the training of field-level data collection and reporting staffs. Special consideration is available for groups of students from the same organization attending the same session. All applications must be submitted at the same time.

NOTE: Pre-course reading and data collection activities are required.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Applicant must have attended and successfully completed one of the following or an equivalent:
 - The NFA's two-day "Introduction to NFIRS 5.0" (F/W0497) course.
 - A state or regionally sponsored two-day "Introduction to NFIRS" course.
 - The NFA's online "Introduction to NFIRS Self-Study" (Q0494) course available at usfa.fema.gov/nfa/nfaonline.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public administration, fire science, fire administration, emergency management, emergency medical services, or homeland security.

IACET CEUs: 4.5

Emergency Resource Deployment Planning: Standards of Cover (R0492)

This course is designed for fire/EMS service leaders and managers, local officials and planning personnel who are faced with performance outcome management decisions that relate to providing fire protection and EMS for their community. Rapid change in the demand for fire and emergency services and the lack of commensurate funding and resources impacts service delivery and risk to both providers and citizens. Students collect data, analyze, compare and contrast findings to identifying base-level performance standards and changes influenced by internal and external impacts. Metrics are used to demonstrate changes in current and future service levels; expenditures and resource allocations; changing impacting risk impacts on citizens and the community. Until recently, being able to quantify and justify increases in fire-related services has been difficult because of a lack of available data and accepted analytic methods. This course will demonstrate how national fire incident data and analysis tools combined with the International Association of Fire Chiefs/International City/County Management Association (IAFC/ICMA) "Standards of

Coverage” and Insurance Services Office methodology can document the distribution and concentration of fixed and mobile resources and develop an acceptable model to meet community performance and outcome standards and to guide future growth discussions. This six-day course is “hands-on” and requires participating agencies to provide local fire and emergency service resource data and an inventory of values at risk (critical infrastructure/target hazard information, etc.). Specific requirements will be provided in the pre-course information.

Student Selection Criteria: State, regional, metropolitan and local fire/EMS or allied agency chief officer, grants manager, training officer, NFIRS/NEMSIS program managers, and other fire service personnel responsible for collecting, analyzing and presenting data analysis, metrics and decision packages for organization/community risk assessment tracking.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.
- Applicants must have three years of experience using NFIRS or other data collection/ analysis tools and complete the online self-study “Introduction to NFIRS” (Q0494) course.

ACE Recommendation: ACE has not yet reviewed this course.

Executive Planning (R0506)

This 10-day course is a capabilities-based planning course that uses strategic planning models to collect and analyze planning elements and leadership behaviors in terms of risk and hazard evaluation, and a project management model to track resource allocation and project capability gaps. Strategic elements are presented in case-study context. Project management uses concepts of community risk reduction and preparedness to increase individual and group capabilities to manage critical tasks successfully.

NOTE: Pre-course reading and activities are required.

Student Selection Criteria: Chief fire and EMS officers, and personnel identified as part of the organization’s/local government’s decision-making team, or those involved in interorganizational strategic planning, project management, or succession planning elements of the organization. Special admission is available for local government managers and planners attending with a chief officer. Groups of students from the same organization attending the same session must submit their application at the same time. Groups of students from the same organization attending the same session are encouraged.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public administration or management.

IACET CEUs: 7.2

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R0229)

This 10-day course focuses on the relationship of incident priorities, strategies and tactics as they relate to implementing safe procedures for alleviating the risk at an accidental or intentional hazardous materials incident. It concentrates on integrating risk-based decision-making and knowledge about hazardous materials chemistry, storage, transportation and release scenarios with information about local response plans and systems. Through risk-based decision-making activities, the course participants apply the knowledge and skills gained from the course.

Subjects covered include, among others: regulations and standards as they apply to hazmat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of environmental monitoring instruments, selection of personal protective equipment (PPE), assessment of tactical options, and development of operational plans.

NOTE: This is **not** a “hands-on” program. Some evening sessions are required.

Student Selection Criteria: Emergency response personnel having hazardous materials response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR) Section 1910.120 or 40 CFR 311, and National Fire Protection Association (NFPA) 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- NFA's "Chemistry of Hazardous Materials, Chemistry for Emergency Response," or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, four semester hours in general science, physical science, fire science, or applied science.

IACET CEUs: 5.6

Chemistry for Emergency Response (R0233)

This 10-day course is designed to prepare the responder to function safely at the scene of a hazardous materials incident by understanding the potential hazards. This is accomplished by gaining recognition of chemical nomenclature and basic principles of chemistry in order to assess risks to responders and the public. The course seeks to convey to first responders or prevention personnel a sound understanding of the basic chemistry of hazardous materials to permit them to correctly assess the threat posed by hazardous materials incidents that may occur accidentally or intentionally.

Problem-solving sessions and interactive discussion cover topics such as salts and inorganic nonsalts, hydrocarbons, hydrocarbon derivatives and hydrocarbon radicals. Applying the science of chemistry to thermodynamics, volatility and combustion provides real-world opportunities. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management and/or tactical response to hazardous materials incidents; fire prevention inspectors, hazardous materials inspectors, regulators and planners where knowledge of the chemical behavior of hazardous materials is essential.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, three semester hours in fire science, chemistry, general science, hazardous materials, or physical science.

IACET CEUs: 5.6

Hazardous Materials Incident Management (R0243)

This six-day course focuses on the duties and responsibilities of the emergency response personnel who will assume the IC role in hazardous materials emergencies above the initial response and will implement a NIMS-based Incident Command System (ICS). Based on the current requirements of 29 CFR 1910.120 and the applicable national standards and plans, the program follows three phases of an incident: preplanning, incident operations and postincident responsibilities. This course meets the NIMS requirements for ICS-300.

Topics include negligence and liability, planning, NIMS ICS/Emergency Operations Center (EOC) interface, training requirements, and emergency response plans. The student will develop a hazard-based response using risk-based decision-making to develop an Incident Action Plan (IAP). The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the IC at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety Officers as described in 29 CFR 1910.120.*
- Departmental training officers, chief officers, COs and regularly acting officers.
- Emergency management personnel who would interface with emergency response personnel through an EOC operation at a hazardous materials incident.

*While Safety Officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Departments must certify applicants as operations-level trained. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public safety, fire administration, or public administration.

IACET CEUs: 3.6

Advanced Life Support Response to Hazardous Materials Incidents (R0247)

This 10-day course is designed for paramedic personnel who have an advanced life support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel who, as a part of their normal duties, may be needed to perform patient care in the warm zone at hazardous materials incidents or patient care of individuals or groups exposed or contaminated with hazardous materials or weaponized chemical agents. (These may include paramedics, physician assistants, medical doctors or registered nurses.)

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Applicants must provide current state or National Registry paramedic or EMT-I certification or state license as a physician assistant, registered nurse, or medical doctor with external care responsibilities.

ACE Recommendation: In the lower division baccalaureate/associate or the upper division baccalaureate degree category, three semester hours in fire science, health care administration, public health, general science, emergency medical services, chemistry, industrial hygiene laboratory, environmental science laboratory, or public health laboratory.

IACET CEUs: 6.6

Special Operations Program Management (R0254)

This six-day course is designed to guide students in gaining and sharing the knowledge, skills and abilities to effectively develop, manage and lead hazardous materials and/or other all-hazards special operations response capabilities used in specialized emergency response.

Upon completion of the course, students learn how to analyze the complexities, dynamics and interrelationships of the components of special operations. Through the interactive lecture, group activities and testing, the students will study

- identification of special operations components;
- identification of the interrelationships between each discipline and then demonstrate how the manager balances the influences of diverse components;
- manage all related disciplines under the same programmatic procedures; and
- balancing the "spider web" with an understanding of all the unique internal and external demands and influences.

The course uses lessons learned on how to identify the needs and develop, implement and sustain a Hazardous Materials/Special Operations Program. Students will learn to ensure the program meets the needs of the community and the current standard of care. Included in the course materials are historical examples, current models and best practices for community risk-based special response capability development and sustainment. This course is not an operational incident management course.

Student Selection Criteria: Hazardous Materials/Special Operations Teams coordinators, managers, personnel aspiring to become coordinators and managers; personnel responsible for training, equipping and sustaining specialized response resources, personnel responsible for the supervision or leadership of a hazardous materials or special operations team or company.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire service administration.

IACET CEUs: 4.0

Fire/Arson and Explosion Investigation Curriculum**Practical Applications of Fire Dynamics and Modeling (R0204)**

This six-day course for the experienced fire investigator will provide important principles and applications of fire dynamics and computer fire modeling with the objective of understanding and describing fire phenomena and related processes associated with fire scene reconstruction. Through this course, students will become familiar with various tools that can be used to assist in supporting fire cause determination theories. Students will be able to understand the use, application and limitations of computer fire modeling and defend investigative theories/conclusions in a court of law using scientific principles learned in class and as outlined in NFPA 921, *Guide for Fire and Explosion Investigations*. Subjects covered in this course include introduction to fire dynamics and modeling; fire behavior and chemistry; scene documentation, problem-solving using common mathematical equations; and using Certified Fire Investigator (CFI) calculator and fire dynamics spreadsheets to help solve problems related to compartment fire behavior. Students will be expected to use these tools to successfully solve various problems and scenarios based on actual case studies assigned throughout the course.

Student Selection Criteria: Priority will be reserved for personnel with full-time fire/arson investigation responsibility and/or full-time code enforcement responsibilities. These personnel include fire/arson investigators, law enforcement personnel, code enforcement officers, district attorney's staff, and members of arson task forces.

NOTE: Up to five vacancies in each class offering will be reserved for applicants whose primary responsibility is code enforcement and who have successfully completed NFA's "Evaluating Performance-Based Designs" (R0108/N0108).

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's R0206 course or R/H0205 course; or successful completion of the NFA's "Evaluating Performance Based-Designs" (R0108) course; **or** documented evidence of completion of four-year degree in fire protection engineering, mechanical engineering, or civil engineering. Successful completion of one of the following state's arson courses satisfy the R0205/R0206 requirement: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Kansas, Maryland, Missouri, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, Texas and Virginia.
- Successful completion of the following CFI Trainer modules:
 - Introduction to Fire Dynamics and Modeling;
 - Fire Dynamics Calculations;
 - Postflashover Fires;
 - A Ventilation-Focused Approach to the Impact of Building Structures and Systems on Fire Development; and
 - An Analysis of the Station Nightclub Fire.

Access to CFI Trainer is via website at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: ACE has not yet reviewed this new course.

Fire/Arson Origin-and-Cause Investigations (R0206)

NOTE: This course requires participation in actual scene investigations at the Arson Burn Building. NFA provides safety helmets and safety glasses. Coveralls or Tyvek® jumpsuit, work boots and gloves are required.

This 10-day course, based on NFPA 921, addresses the technical and scientific knowledge and skills needed to conduct successful fire/arson investigations. Using a combination of classroom and practical exercises, successful methods are demonstrated for conducting science-based fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include health and safety, scientific method, fire dynamics, myths and legends, investigative resources, electrical fire investigations, origin and cause, evidence collection and preservation, documenting the scene, report writing, injury and fatal fire investigation, vehicle fires, case solvability, legal considerations, and motivation, interviewing, and interrogation. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

Student Selection Criteria: Priority will be reserved for federal, state and local fire service, law enforcement personnel, and prosecutors with full-time fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, state fire marshals, law enforcement personnel, criminal investigators, district/state's attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the following CFI Trainer modules:
 - Fire Investigator Scene Safety;
 - The Scientific Method for Fire and Explosion Investigation;
 - Introduction to Evidence;
 - Documenting the Event;
 - Physical Evidence at the Fire Scene;
 - Investigating Motor Vehicle Fires;
 - Introduction to Fire Dynamics and Modeling;
 - Investigating Fatal Fires;
 - Fundamentals of Residential Building Construction; and
 - Search and Seizure.

Access to CFI Trainer is via website at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, three semester hours in fire science, criminal justice, or fire and arson investigation.

IACET CEUs: 7.3

Interviewing–Interrogation Techniques and Courtroom Testimony (R0208)

This 10-day course will provide the necessary tools for fire/arson investigators to conduct sound, legally supported interviews and interrogations with witnesses and suspects in preparation for court testimony. The course also provides essential and critical skills for investigators in courtroom testimony preparation and presentation, with the intent that the trained student can provide expert testimony. The students participate in a mock trial exercise where they are expected to defend their findings based on cases assigned in class.

Student Selection Criteria: Priority will be reserved for federal, state and local fire service and law enforcement personnel with full-time fire/arson investigation responsibility and/or prosecution. These personnel include fire/arson investigators, state fire marshals, criminal investigators, district attorney’s staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q462 and Q463, available through NFA online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.
- Successful completion of the NFA’s “Fire/Arson Origin-and-Cause Investigations” (R0206) or “Fire/Arson Investigation” (R/H0205) course. Successful completion of one of the following state’s arson courses satisfy the R/H0205 or R0206 requirement: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Kansas, Maryland, Missouri, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, Texas, and Virginia.
- Successful completion of the following CFI Trainer modules:
 - Ethics and the Fire Investigator;
 - MagneTek: A Case Study In The Daubert Challenge;
 - Critical Thinking Solves Cases;
 - Fundamentals of Interviewing; and
 - Effective Investigation and Testimony.

Access to CFI Trainer is via website at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their admissions application verifying that they have successfully completed the requisite training modules listed above.

NOTE: Successful completion of this course provides students with credit for the expert witness testimony component for the International Association of Arson Investigators (IAAI) CFI Certification Program.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, three semester hours in fire science, criminal justice, fire management, or police science.

IACET CEUs: 7.0

Forensic Evidence Collection (R0214)

NOTE: This course requires participation in evidence review, collection, packaging, impression casting, fingerprinting and related practical exercises that may be conducted outdoors. Appropriate attire is recommended for possible inclement weather based on time of year.

This six-day, intermediate-level course addresses the critical skills essential to the effective collection, packaging, preservation, processing and testing of evidence from a fire and/or explosive scene. This course uses state-of-the-art techniques, practices, protocols and standards relative to the investigator and laboratory scientist, which ensures legally defensible evidence presentations in a court of law. This course also includes interaction and collaboration between the street-level investigator and the laboratory scientist. This partnering fosters the collaborative efforts of the entire investigative community involved in the overall aspects of evidence from fire and explosive incidents.

Students will be able to assemble and assess various reports and physical evidence relational to a scene; identify the effect of fire and associated suppression activities on forensic evidence; assess and specify forensic tests requested; and describe effects of ignitable liquids and temperature on various types of forensic evidence. Participants also will be able to demonstrate a general knowledge of the instruments and techniques employed in forensic analyses; explain the use and limits of accelerant detection K-9; demonstrate various uses of casting materials for impressions (tires, toolmarks, footwear, etc.) and fingerprint dusting/lifting capabilities; and be aware of the other various forensic services such as deoxyribonucleic acid (DNA), toxicology, firearms and toolmarks, trace evidence, computer/cellphone forensics, forensic toxicology, and forensic photography.

Student Selection Criteria: Priority will be reserved for full-time federal, state and local fire service, law enforcement personnel, and prosecutors with fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, state fire marshals, law enforcement personnel, criminal investigators, district attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's "Fire/Arson Origin-and-Cause Investigations" (R0206) or "Fire/Arson Investigation" (R/H0205) course. Successful completion of one of the following state's arson courses satisfy the R/H0205 or R0206 requirement: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Kansas, Maryland, Missouri, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, Texas and Virginia.
- Successful completion of the CFI Trainer modules:
 - Introduction to Evidence;
 - Physical Evidence at the Fire Scene;
 - Digital Photography and the Fire Investigator;
 - Evidence Examination: What Happens at the Lab?; and
 - DNA.

Access to CFI Trainer is via website at www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their admissions application verifying that they have successfully completed the requisite training modules listed above.

NOTE: Laboratory scientists/analysts are exempt from prerequisite of NFA's R/H0205 or R0206 course. ICS courses and CFI Trainer modules still apply.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire service administration.

IACET CEUs: 4.5

Electrical Aspects of Fire Investigation (R0255)

NOTE: This six-day course was developed under the auspices of the partnership that exists between the NFA and the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF). ATF developed all requisite course materials and provides the necessary qualified cadre of instructors to support course requirements. This course requires participation in a series of practical exercises that involves working with tools and electrical test equipment. The exercises may be conducted at the Burn Building and/or outdoors. Appropriate attire (jumpsuit, work shoes and gloves are recommended).

This six-day advanced course addresses the critical skills essential to the effective investigation and evaluation of fires involving potential electrical fire causes. This course uses state-of-the-art techniques, practices, protocols and standards to assist investigators to properly and effectively evaluate electrical systems and associated components to ascertain their role in a fire. Students will be provided with a basic knowledge of electricity, electrical circuits and distribution systems, proper evaluation and recognition of common electrical faults and failures of electrical components and circuits, as well as a working knowledge of the National Electrical Code (NEC) and how it applies to fire investigations.

The use of "arc mapping" will also be discussed and how it can be effectively used to assist in fire origin determination. Students will also be able to demonstrate a general knowledge of electricity, electrical circuits, systems and arc mapping principles through a series of instructor-led "hands-on" practical exercises.

Student Selection Criteria: Priority will be reserved for federal, state and local fire service, law enforcement personnel, and prosecutors with full-time fire/arson and explosion investigation responsibility and/or prosecution. These personnel include fire/arson investigators, state fire marshals, law enforcement personnel, criminal investigators, district attorney's staff, and members of arson task forces.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of the NFA's "Fire/Arson Origin-and-Cause Investigations" (R0206) or "Fire/Arson Investigation" (R/H0205) course. Successful completion of one of the following state's arson courses satisfy the R/H0205 or R0206 requirement: Arkansas, California, Florida, Georgia, Illinois, Indiana, Iowa, Louisiana, Kansas, Maryland, Missouri, Michigan, Minnesota, New Jersey, New York, Ohio, South Carolina, Tennessee, Texas and Virginia.
- Successful completion of the following CFI Trainer modules:
 - Electrical Safety; and
 - Arc Mapping Basics.

Access to CFI Trainer is via website www.CFITrainer.net. There are no costs or membership requirements to access these modules. Applicants must provide a copy of their CFI Trainer transcript along with their admissions application verifying that they have successfully completed the requisite training modules listed above.

ACE Recommendation: ACE has not yet reviewed this course.

Fire Prevention: Management Curriculum

Leadership Strategies for Community Risk Reduction (R0200)

This six-day course is designed for the student who has or will have responsibility to develop, implement, and lead community risk reduction and health programs to include human-caused, natural disasters, and health risks. The course empowers students with knowledge of how to prevent, reduce and mitigate community risk. It advocates the use of proven interventions, mechanisms to gather and analyze critical data, actions to target specific at-risk populations, evaluation, and how to build internal and external support to accomplish the changing mission of fire and emergency services. This course will benefit progressive fire and EMS departments who are initiating programs to reduce their community's risks and mitigate their consequences.

There is a pre-course assignment to conduct a community risk assessment.

Student Selection Criteria: Individuals in emergency services, especially those in operations and EMS, who like to strengthen their knowledge and skills in community risk reduction, fire, injury, and illness prevention as well as health promotion. Target audiences include COs, EMS providers, fire inspectors, fire marshals, fire and EMS officers, fire and life safety educators, and other community or allied professionals in community risk reduction.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

Executive Analysis of Community Risk Reduction (R0274)

This 10-day course is the second course in the EFOP. The course is a mixture of philosophy and application — the value of the community risk reduction and the process of applying risk reduction to the community. It involves developing partnerships with the community to implement programs, initiatives and services that prevent and/or mitigate the risk of human-caused or natural disasters. Traditional fire prevention programs are addressed.

There is an extensive pre-course assignment where students are required to research the history of fire prevention and its evolution into community risk reduction. Students build a demographic and risk profile of their home community. They examine social, cultural, economic and environmental trends that impact community risk. The course examines the Executive Fire Officer as a community risk-reduction leader, assesses community risk, develops a draft plan for a local risk-reduction initiative and applies change management models and addresses organizational and community politics. The ultimate goal of the course is to develop fire service leaders who are committed in word and deed to comprehensive multihazard community risk reduction.

Pre-course Assignment: Completion of a comprehensive pre-course assignment is mandatory prior to class attendance. Information from the assignment will be used to process in-class activities and to develop a draft plan for a risk-reduction initiative for the student's home community. Reading assignments and collecting and analyzing local data are part of the assignment. This information is provided to the student after acceptance into the course offering.

Post-course Requirement for EFOP Students: An ARP is a required post-course activity.

Student Selection Criteria: Please refer to the “Selection Criteria for the EFOP” and “Participation in EFOP Courses as a Non-EFOP Participant” sections. Students enrolled in the EFOP will be given priority. Non-EFOP applicants/candidates must be minimally a chief-level officer. Supervisory-level applicants (COs, captains, lieutenants, etc.) will not be considered.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, three semester hours in fire science, emergency management, homeland security, and public safety.

NOTE: Student must successfully complete a research paper in order to receive graduate credit recommendation.

IACET CEUs: 5.8

Demonstrating Your Fire Prevention Program’s Worth (R0378)

This six-day course provides students with the tools and skills to be able to evaluate their organization’s fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention — the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101 — the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program — persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources and context.
- Identifying Measures and Sources of Evidence — the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design — purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.

- Gathering and Analyzing Credible Evidence — methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.
- Writing SMART Objectives — SMART objectives, benchmarks and timelines for evaluation.
- Ensuring Use and Sharing Lessons Learned — actions and opportunities of results, presentation of findings.

This six-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with a recent version of Microsoft Excel. Students will be responsible for the computer and its programs while at the NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: There is a pre-course assignment, course homework, a student project and a course examination.

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialists, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local and state statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public administration or public safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R0394)

This new six-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are

1. Concept of self — individual and collectivist.
2. Personal versus societal responsibility — universalist and particularistic.
3. Concept of time — monochronic and polychronic.
4. Locus of control — internal and external.

Student Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforcers, arson investigators, inspectors, fire marshals and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100 level and ICS-200 level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

Youth Firesetting Prevention and Intervention (R0629)

This six-day course provides students with knowledge and skills necessary to identify children and adolescents involved in firesetting. The course addresses how to establish programs to meet the needs of these youths and their families. Skills essential to meet the Juvenile Firesetting Intervention Professional Standard which is part of NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention* are discussed and practiced throughout the course.

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition and follow-up are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting.

NOTE: There is a pre-course assignment due two weeks before class.

Student Selection Criteria: Individuals must have or will have responsibilities related to functions associated with a youth firesetting and intervention program for their agency or their community.

Priority will be given to the following: Two members of a jurisdiction applying together who have or will have responsibilities related to youth firesetting prevention and intervention. One of the members must be from the fire service. The other applicant can be from law enforcement, mental health, social services, juvenile justice or other agencies involved in youth firesetting prevention and intervention.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Developing and Implementing Public Policy (R0670)

The purpose of this course is to empower students with the ability to create, evaluate and defend public policy in their home community. The course is also designed to facilitate understanding of how codes and regulations can be used as an effective component of fire prevention, fire mitigation, and overall community risk reduction. A risk assessment is used to prioritize risk. The course presents the stages of the policy process which include problem identification and agenda setting; policy formation; issue resolution and policy adoption; implementation and application; and evaluation.

Student Selection Criteria: Students who have previous experience with code development, implementation and enforcement, as well as those who have little or no experience but would like to learn more about the process, are encouraged to apply. The target audience is fire chiefs, fire marshals, inspectors, code practitioners, plans reviewers, building officials, fire and life safety educators, and fire and EMS officers.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Managing Effective Fire Prevention Programs (R0671)

This six-day course is to empower students with the ability to lead a fire prevention/risk-reduction bureau. The course units will cover the following subjects:

- defining your new role;
- fostering cultural change;
- building fire prevention and risk-reduction bureau strength;
- power, politics and influence;
- establishing bureau priorities and strategies and;
- organizational finances.

Student Selection Criteria: The target audience is fire marshals, fire inspectors, fire and life safety educators, fire investigators and plan reviewers. It is designed for the student who has or will have responsibility for managing fire prevention/risk reduction units. It is also designed for those who aspire to lead and/or manage sections of a fire prevention/risk-reduction bureau encouraged to apply.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463 available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

Fire Prevention: Technical Curriculum**Evaluating Performance-Based Designs (R0108)**

This six-day course is designed to provide the student with the fundamental knowledge, skills and abilities to assess performance-based fire-safe building designs that employ sophisticated engineering and computer modeling techniques. Students will be introduced to concepts and technologies that transfer building design from traditional prescriptive-based building and fire regulations to strategies where engineers, architects and designers employ a variety of options to meet specific performance goals.

Topics addressed in this course include understanding the principal differences between the prescriptive-based and performance-based design options; why a building owner may wish to use the performance-based design option; essential elements of performance-based design, including the influence of fire behavior and the role of documentation, definition of project scope and fire safety goals, and setting objectives; an introduction to the capabilities, limitations and assumptions of the engineering methods and fire modeling used in performance-based design; an introduction to the potential for change during the expected life cycle of the facility; and how changes should be addressed. This course does not teach students how to perform fire modeling.

Student Selection Criteria: Anyone responsible for the review and/or approval of building and fire/life safety design in the regulatory process. This includes building officials, fire marshals, insurance representatives and designers/architects.

NOTE: Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Working knowledge and understanding of prescriptive codes, and fundamental understanding of fire behavior.
- Three or more years of experience in either a code enforcement or fire safety inspection function.
- Students in the fire service should not have less than three years' experience in either a code enforcement or fire safety inspection function.
- Allied professionals should possess an engineering, architecture or building design, or risk management associate's degree from an accredited college.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in fire service administration.

IACET CEUs: 3.9

Fire Protection for the Built Environment (R0135)

This six-day course will assist the student in understanding the underlying life safety and fire protection concepts from which modern building/fire code regulations are derived. It will emphasize essential life safety and fire protection concepts so that the student will be able to analyze hazardous conditions, interpret requirements found in building/fire codes and standards, and develop rational compliance strategies based on their evaluation of the circumstances.

Topics include the legal and administrative aspects of fire and life safety controls; fire suppression and control concepts; characteristics of materials that contribute to fire, heat and smoke; hazardous materials and control concepts; storage systems; egress design concepts; building construction methods and services; hazardous operations; water supply systems; and technological applications for fire protection.

This course is not designed to be a “code training” course.

Student Selection Criteria: Individuals whose primary duties are or are about to become those of a full-time code enforcement officer/inspector. Suppression COs responsible for in-service fire code enforcement activities.

NOTE: Local jurisdictions are encouraged to submit applications of both their fire and building plans inspectors to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.
- Completion of the NFA Online course: “Testing and Evaluation of Water Supplies for Fire Protection” (Q0218).
- Completion of the NFA Online course: “National Fire Incident Reporting System (NFIRS) 5.0 Self-Study” (Q0494).

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in fire science, fire technology, industrial safety, or occupational safety and health.

IACET CEUs: 3.9

Hot Topics Research in Fire Protection (R0138)

This six-day course is designed to help students discover what’s new in fire protection by exploring research methods in how current events, products and trends may apply to them and their jurisdiction. The goal of the course is to conduct solid research within the fire protection field, evaluate and synthesize the analysis data, and ultimately identify, promote and embrace change within fire protection.

Students will learn:

- How to “scan the environment” and conduct valid research into new technologies, trends, laws and products.
- How to read, interpret and apply fire protection research, human behavior studies, fire dynamics research, fire protection law, and emerging issues.
- How to identify emerging local, regional and state fire protection challenges and develop technically-based strategic solutions.

- How technology develops and can be transferred to solve local issues.
- What significant changes are in the short- and long-term future for fire protection systems and equipment.
- How fire protection plays a part in all-hazards preparedness and response.

Using modern research tools, and student-centric learning, students will learn how to evaluate technological and human behavior topics that exist in fire protection, the wide variety of research resources available, and how to collect and present that information in a meaningful way that can effect change to reduce fire losses or enhance understanding of new technologies.

Student Selection Criteria: Management level, mid- to senior-level policy and decision-makers with three to five years experience. The audience should be practitioners with a specified career path to include fire inspectors, plans examiners, fire protection engineers, and fire and building code enforcers.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, one semester hour in fire-related research.

Fire Inspection Principles (R0220)

This 10-day course is designed to provide the student with the fundamental knowledge, skills and attitudes to conduct both basic- and intermediate-level fire safety inspections. Students will be introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his or her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement; the relationship of fire and codes; general fire prevention practices; inspection competencies; life safety considerations and enforcement; fire safety principles and requirements related to hazardous materials; special hazards of electrical, heating, and cooking equipment and systems; and fire protection systems and equipment.

Student Selection Criteria:

- Individuals with at least one year's experience whose primary duties are those of a full-time code enforcement inspector/officer.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression COs responsible for in-service fire code enforcement activities.

NOTE: Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, three semester hours in fire science or fire technology.

IACET CEUs: 6.5

Fire Protection Systems for Emergency Operations (R0227)

This six-day course is designed to provide Incident Commanders (ICs) with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will assist ICs to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes command officers, COs, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

Prerequisites:

- Students attending this class should have responsibility for command and control of incident operations.
- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Not less than three years' experience in fire suppression emergency operations.
- Experience with preincident planning policies and procedures.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire science or fire engineering.

IACET CEUs: 5.1

Demonstrating Your Fire Prevention Program's Worth (R0378)

This six-day course provides students with the tools and skills to be able to evaluate their organization's fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention — the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101 — the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program — persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources and context.
- Identifying Measures and Sources of Evidence — the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design — purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.
- Gathering and Analyzing Credible Evidence — methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.
- Writing SMART Objectives — SMART objectives, benchmarks and timelines for evaluation.
- Ensuring Use and Sharing Lessons Learned — actions and opportunities of results, presentation of findings.

This six-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with a recent version of Microsoft Excel. Students will be responsible for the computer and its programs while at the NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: There is a pre-course assignment, course homework, a student project and a course examination.

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialists, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local or state statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public administration or public safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R0394)

This new six-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are

1. Concept of self — individual and collectivist.
2. Personal versus societal responsibility — universalist and particularistic.
3. Concept of time — monochronic and polychronic.
4. Locus of control — internal and external.

Student Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforcers, arson investigators, inspectors, fire marshals and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

Fire Prevention: Public Education Curriculum**Presenting Effective Public Education Programs (R0116)**

This six-day course provides fundamental knowledge, skills and attitudes to deliver fire and life safety educational programs in the community. This six-day course is designed for public educators who have less than two years of public education work and whose current responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs but are using or modifying existing educational programs.

A complete view of a new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Students are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.

- Students first will be admitted without previous public education experience, or up to a maximum of two years of public safety education experience. Those students who are currently delivering public education programs and have more than two years of experience will be admitted on a space-available basis.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in fire administration, fire technology, or educational methods.

IACET CEUs: 4.0

Conducting Local Risk Reduction by Company Officers (R0186)

This new six-day NFA course seeks to improve the skills of Company Officers (COs) to lead and conduct risk-reduction activities within the service area of their station/community. The course is both for the CO who is currently engaged in risk-reduction activities and the CO who desires to lay the foundation to start community risk reduction.

CLRRCO is about how a local fire station can plan, implement and evaluate risk-reduction activities to benefit the citizens it serves. The course features the role of the CO as an inspirational leader both within the fire station and in the service area of the station/community.

Students learn that a broader approach to fire protection involves multiple interventions, and when all are applied to a specific community risk issue, a difference is likely to occur, reducing risk for the citizens. Students also learn that by reducing the community's risk, the risk for firefighting forces is also reduced.

The risk-reduction model used in the course is similar to other NFA Executive Fire Officer courses and Vision 20/20 outreach efforts. The course emphasizes risk-reduction activities, which enable station personnel, through development and implementation of a plan, to reduce risks within their station service area. Students will have the opportunity to develop/simulate a plan to lead station personnel to reduce risks in their own service area.

Student Selection Criteria:

- COs who have station-based responsibility for a service area.
- Consideration also given to acting Company Officers who have station-based responsibility for a service area.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Changing American Family at Risk (R0348)

This six-day course emphasizes the strategies for reaching America's families to protect them from fire. It is less about the families themselves and more about safety strategies at the neighborhood level. Students learn behavioral change from a family-based neighborhood perspective. The course content and exercises are ideal for a wide range of student audiences involved with fire safety education in the neighborhood. Course methodology includes a variety of small group exercises, videos, discussions and presentations.

The course teaches approaches to create positive fire safety interventions for the individual and the family. Students engage in new strategies for establishing positive relationships that lead to behavioral change. The course also presents future strategies to create sustainable change in the neighborhood, resulting in a reduction of the fire problem.

Course content focuses on the following six content areas:

1. Changing Family in America — understanding of America's changing communities, neighborhoods, and family demographics, and how they may contribute to fire risk.
2. Fire and Human Behavior — analyzing a fire event (by stages) in order to identify primary prevention interventions.
3. Social Marketing — valuing the potential for social marketing to create positive fire safety change; the four P's of social marketing.
4. Establishing Relationships with the Family — developing strategies for establishing positive relationships with families in a neighborhood; community equity and organizational equity.
5. Promoting Behavioral Change — developing strategies to elicit behavioral change; the ABC Model for root cause; windows of opportunity.
6. When Behavioral Change is Not Enough — given fire problem in a neighborhood, developing sustainable change strategies to reduce risk; local, state and federal resources; involvement of organizational leader.

Student Selection Criteria: Anyone responsible for or involved with fire safety education in the neighborhood or community, including but not limited to fire safety educators, firefighters, inspectors, fire marshals, community and allied health members, fire officers, fire chiefs, schoolteachers, and community volunteers representing a range of organizations such as the American Red Cross and SAFEKIDS, etc.

NOTE: A short pre-course assignment is required of all accepted students.

If unclear about student stipend eligibility, students should check with the NETC Admissions Office.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, two semester hours in public safety or fire protection.

IACET CEUs: 3.8

Community Education Leadership—One Week (R0353)

This six-day course teaches students contemporary leadership elements necessary for successful comprehensive community safety education, including striving for personal commitment in community safety education and obtaining organizational and community support. The course teaches students to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for a community and write measurable performance objectives.

The course is designed for interactivity and sharing of ideas. For example, students share their evaluation plans for a community risk issue and discover strategies to maximize community resources.

Throughout the course, students work on culminating activities relating to community safety education in their own organization and community. Class and instructor feedback are critical components of the evaluation process. Students are evaluated through class learning activities, homework and home community exercises. Students share their culminating activities with the class at the end of the session.

As with many resident courses, students are asked to bring and share new or unique prevention programs from their organization or within their community.

NOTE: Students who have taken the two-week “Community Education Leadership” (R0343) or the (VIP) “Community Education Leadership” (R0816) are not eligible to take this course.

Student Selection Criteria: Students must be coordinators of their organization’s public or community safety education function. Personnel in small departments and state or local fire organization personnel who serve on a prevention committee are also ideal candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public health or public administration.

IACET CEUs: 3.4

Demonstrating Your Fire Prevention Program’s Worth (R0378)

This six-day course provides students with the tools and skills to be able to evaluate their organization’s fire and injury prevention programs. The course provides a systematic way to improve and account for evaluation actions by involving procedures that are useful, feasible, ethical and accurate.

Course framework guides fire prevention professionals in their use of prevention program evaluation. It is a practical, nonprescriptive tool, designed to summarize and organize essential elements of prevention program evaluation. The emphasis is on the practical, ongoing evaluation strategies that involve all prevention stakeholders, not just evaluation experts.

The main themes of the course include

- misconceptions regarding the purposes and methods of prevention evaluation;
- the essential elements of prevention program evaluation;
- the steps for conducting effective prevention program evaluation; and
- review standards for effective program evaluation.

Course units include

- Why is Evaluation Important in Prevention — the myths, purpose, benefits of prevention program evaluation, evaluation applied to risk reduction, ethical considerations.
- Evaluation 101 — the stages of prevention evaluation and applications to current programs.
- Engaging Stakeholders and Describing the Program — persons involved in or affected by services and programs, primary users of evaluation, description of the program need, expected effects, activities, resources and context.
- Identifying Measures and Sources of Evidence — the measurements by stage, review of inspection, and public education measurement and sources of evidence.
- Focusing the Evaluation Design — purpose of the evaluation, users and uses of evaluation, questions, methods, and agreements for the evaluation.
- Gathering and Analyzing Credible Evidence — methods and logistics for gathering credible evidence. Measures and sources. Sampling types and common tools and interviewing techniques, using measures of central tendency and dispersion to interpret data, and formatting and analyzing the data.

- Writing SMART Objectives — SMART objectives, benchmarks and timelines for evaluation.
- Ensuring Use and Sharing Lessons Learned — actions and opportunities of results, presentation of findings.

This six-day course presents tools and skills in logical sequence for conducting effective prevention program evaluations. Examples of four types of evaluation are presented throughout the course:

1. Formative evaluation.
2. Process evaluation.
3. Impact evaluation.
4. Outcome evaluation.

Students are required to bring to class a laptop computer with a recent version of Microsoft Excel. Students will be responsible for the computer and its programs while at the NFA. The NFA will not purchase or reimburse for the purchase of a computer or its programs.

NOTE: There is a pre-course assignment, course homework, a student project and a course examination.

Student Selection Criteria: Any person responsible for programs involved with fire/injury prevention. Students should identify their specific prevention role on the application and indicate that they have responsibility for prevention services or programs. Target audiences typically include: fire marshals, fire and building inspectors, public fire/life safety educators, juvenile firesetter intervention specialists, code inspectors and officials, and other community or allied professionals in the fire and injury prevention field. Local or state statisticians who manage data for fire prevention programs/outcomes are also admissible candidates.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public administration or public safety.

IACET CEUs: 4.3

Cultural Competence in Risk Reduction (R0394)

This new six-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are

1. Concept of self — individual and collectivist.
2. Personal versus societal responsibility — universalist and particularistic.

3. Concept of time — monochromic and polychromic.
4. Locus of control — internal and external.

Student Selection Criteria: Students who work in fire and life safety prevention, typically including public fire and life safety educators, code enforcers, arson investigators, inspectors, fire marshals and others whose work requires community outreach in culturally and linguistically diverse communities. Other organizational personnel who have prevention responsibility as a secondary or even volunteer status such as suppression personnel (who work in prevention) may attend. All students should have some responsibility for interfacing with the community within the risk-reduction process.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this course.

Youth Firesetting Prevention and Intervention (R0629)

This six-day course provides students with knowledge and skills necessary to identify children and adolescents involved in firesetting. The course addresses how to establish programs to meet the needs of these youths and their families. Skills essential to meet the Juvenile Firesetting Intervention Professional Standard which is part of NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention* are discussed and practiced throughout the course.

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition and follow-up are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting.

NOTE: There is a pre-course assignment due two weeks before class.

Student Selection Criteria: Individuals must have or will have responsibilities related to functions associated with a youth firesetting and intervention program for their agency or their community.

Priority will be given to the following: Two members of a jurisdiction applying together who have or will have responsibilities related to youth firesetting prevention and intervention. One of the members must be from the fire service. The other applicant can be from law enforcement, mental health, social services, juvenile justice or other agencies involved in youth firesetting prevention and intervention.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Responder Health and Safety Curriculum

Safety Program Operations (R0154)

This six-day course provides knowledge and practice, in the context of current issues, to develop strategies of risk management associated with the provision of firefighting and EMS services to reduce firefighter fatalities and injuries. With a focus on using the risk management model in the health and safety aspects of emergency services operations, current regulations, standards, policies and responsibilities for program management, day-to-day operations, and incident safety will be addressed.

Student Selection Criteria: Company-level officers, chief officers, and supervisors who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer or department Health and Safety Officer.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisites: "Incident Safety Officer" (F0729) and "Health and Safety Officer" (F0730).

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, three semester hours in fire science, occupational health and safety, or emergency management services.

IACET CEUs: 4.4

CECBEMS CE: 3-Operational; 35.75-Management

Training Programs Curriculum

Fire Service Course Design—One Week (R0129)

This six-day course provides students with the necessary skills to apply training design principles to courses that will be used by other instructors. Students identify a training need within their organization as a pre-course assignment. During the class, students apply principles to create the design of the training program that meets their identified training need (from the pre-course assignment) for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a job task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials.

NOTE: Students who have taken the two-week version of "Fire Service Course Design" (R0114) are not eligible to attend this course.

Student Selection Criteria: Fire service personnel with course design and development responsibilities.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of a basic instructor training program from a local, state or national organization. Such programs may include Instructor I or higher state certification programs, NFA's former "Fire Service Instructional Methodology" (R0113), a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the upper division baccalaureate degree category, two semester hours in public administration or public safety.

IACET CEUs: 3.2

Training Program Management (R0342)

NOTE: Students who have successfully completed NFA's "Challenges for Local Training Officers" (R0815) will not be admitted into "Training Program Management."

This 10-day course is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, and it is not related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons also coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and new methods to reach students are featured. Students explore numerous training methodologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, research, and a course project.

Student Selection Criteria: Students must have current or future responsibility for coordinating their organization's training function.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Successful completion of a basic instructor training program from a local, state or national organization. Such programs may include Instructor I or higher state certification programs, NFA's former "Fire Service Instructional Methodology" (R0113), "Fire Service Course Design" (six-day or 10-day version) (R0129/R0114), a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the application form in Block 10.

ACE Recommendation: In the lower division baccalaureate/associate degree or the upper division baccalaureate degree category, three semester hours in education, public administration, fire service management, human resource management, vocational/technical education, or education administration.

IACET CEUs: 5.2

21st Century Training for Fire/EMS Training Officers (R0354)

This new six-day course seeks to improve the 21st century training skills of training officers in a fire/emergency medical services organization. Specifically, students will formulate a plan to integrate innovative methods, technologies and safety measures into their fire and EMS training programs.

The students themselves will model and demonstrate many of the course concepts and then make decisions as to whether and how these concepts could be integrated into a local training program brought to class by each student. For example, students will learn about emerging roles for students and instructors through a lesson taught using these same concepts.

As the course progresses, students develop justifications for making the case for change in their training program and within their organization. The course promotes ideas for change and innovation as a method to move fire service training into the 21st century. Students' final presentations focus on how they can market these changes as return on investments to the senior staff in their organization, including the fire chief.

In keeping with 21st century training, the computer is the primary platform from which students will receive and process learning materials, activities and resources. The class is also highly interactive with opportunities to share and learn from others. NFA will provide the students with a stationary computer during class; however, students must bring their own portable computer for evening assignments.

Student Selection Criteria: Students must have current or future responsibility for their organization's (department wide) training function.

NOTE: This should be noted in Block 16 on the application.

Prerequisites:

- Successful completion of a basic instructor training program from a local, state or national organization. Such programs may include Instructor I or higher state certification programs. NFA's former "Fire Service Instructional Methodology" (R0113) or current "Fire Service Course Design" (R0129/R0114) (one week or two week) or a local college or university "methods of teaching" course are some qualifying examples. This instructor training prerequisite must be noted on the application form in Block 10.
- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: ACE has not yet reviewed this new course.

Volunteer Incentive Program

Background

The Volunteer Incentive Program (VIP) is an intensive six-day educational opportunity designed **specifically for volunteer and combination department emergency services personnel**. Numerous individual six-day courses are available.

Since 1980, the NFA has offered two-week courses year-round on its Emmitsburg, Md., campus; these courses are considered the best available anywhere. The problem was that most volunteers couldn't take two weeks off to attend these courses.

With VIP, that has all changed!

The NFA has compressed course work into six days or has devised new courses and tailored them to the special needs of volunteers, still maintaining content, quality and integrity. VIP courses, offered during a "VIP Week" four times per fiscal year, also have recommended college accreditation through ACE.

Students have the opportunity to meet and exchange ideas and information with colleagues from across the country in an informal setting outside the classroom. This program, along with the other resources of the NFA, ensures a successful learning experience while keeping the time commitment to a minimum.

VIP Program Eligibility

Emergency services personnel in volunteer departments (including part-time paid on-call) and predominantly volunteer combination departments, who meet the established student selection criteria for the course for which they are interested, are eligible to apply to the VIP.

For the purposes of VIP eligibility, the following definitions will be used:

Volunteer Department: All personnel in the department are rostered as volunteers (including those who are paid on-call per call compensated).

Combination Department: The majority of active duty personnel in the department are volunteer members; they are supplemented by career staff. Volunteers or career staff **representing the predominantly volunteer department** may apply to the VIP. **(Career personnel from combination departments must submit a letter from the chief or administrator/supervisor identifying how the training requested will help the volunteers with whom they work.)**

Career Department: All personnel within the department are paid career staff. **The VIP is not applicable to career department personnel, regardless of department size.**

NOTE: Special consideration will be given to qualified volunteer chief officers who are accompanied by elected officials, i.e., city managers, elected board members, town/borough council members, village selectmen, township supervisors, or other allied professionals who are not fire service members. The elected official also must submit an application for the same course/same class session as the volunteer chief officer.

Mandatory Prerequisites for ALL NFA Courses: In order to align our programs with DHS directives, we require that **all** NFA resident students complete ICS-100-level and ICS-200-level training **before** they arrive at the NETC. While we prefer that students complete the Q0462 and Q0463 courses available through NFA Online at usfa.fema.gov/nfa/nfaonline, we will accept other NIMS-compliant equivalent training as provided by state or federal agencies. The fire chief's signature attests that the applicant has completed this required prerequisite training.

For your information, these NFA courses meet the NIMS requirements for ICS-100 through ICS-400:

ICS-100	Q0462, ICS-100, "Introduction to ICS for Operational First Responders" F/W0806, "NIMS ICS for the Fire Service" F/W0163, "NIMS ICS for EMS"
ICS-200	Q0463, ICS-200, "Basic NIMS ICS for Operational First Responders" F/W0806, "NIMS ICS for the Fire Service" F/W0163, "NIMS ICS for EMS"
ICS-300	H0465, ICS-300, "Intermediate ICS for Expanding Incidents for Operational First Responders" R0308, "Command and Control of Fire Department Operations at Natural and Man-Made Disasters" (June 2007 or later) R0152/N0152, "EMS: Special Operations" (March 2007 or later) R0243/N0243/O0243, "Hazardous Materials Incident Management" (July 2007 or later) R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)
ICS-400	H0467, ICS-400, "Advanced ICS for Command and General Staff, Complex Incidents, and MACS" R0306, "Executive Analysis of Fire Service Operations in Emergency Management" (February 2007 or later) R0337/N0337/O0337, "Command and General Staff Functions for Local Incident Management Teams" (2007 or later)

Costs

Each student receives a stipend to cover the cost of round-trip coach airfare or actual mileage not to exceed airfare from point of departure, whichever is less. Lodging, student materials, books, and ground transportation to and from airports are provided by the NFA. Details will be in your welcome package. Students staying on campus must purchase a meal ticket. The cost is \$20 per day at our cafeteria (cost subject to change). You also may want to bring extra money for a class shirt, class picture or other incidentals.

Start-End

The VIP begins on Sunday with a student orientation at 8 a.m. Classes begin at 9 a.m. following orientation, and continue through the following Friday at 4 p.m. Accepted students must travel to the NFA on the day before class begins (Saturday); the travel day for departure is the following Saturday. **Transportation arrangements should not be made until you receive an acceptance packet from the NETC Office of Admissions. Complete information will be provided in your acceptance package.**

Vip Application Process

Complete FEMA Form 119-25-1 (February 2012 or later version). FEMA Form 119-25-1 is available in the back of this catalog or may be downloaded from our website at www.usfa.fema.gov/nfa/about/attend/apply.shtm.

SPECIAL NOTE: Please pay special attention to Block 16 of FEMA Form 119-25-1. Review the selection criteria for the course for which you are applying. Block 16 should reflect your current duties and responsibilities as they apply to the course selection criteria.

VIP applications require the signature of a chief officer or training officer within the department. All completed applications should be mailed or faxed to:

NETC Office of Admissions
Building I, Room 216
16825 South Seton Ave.
Emmitsburg, MD 21727-8998
Fax: 301-447-1441

If you have questions about the application process, please contact the NETC Office of Admissions at 301-447-1035.

Applications are accepted only during the open enrollment period as follows:

First Semester — Includes classes scheduled from Oct. 1, 2012, to March 31, 2013. Applications for this semester must be postmarked between April 15 and June 15, 2012.

Second Semester — Includes classes scheduled from April 1, 2013, to Sept. 30, 2013. Applications for this semester must be postmarked between Oct. 15 and Dec. 15, 2012.

NOTE: You must reapply for second semester courses if not accepted for the first semester. No applications will be carried over. You may apply for more than one course, but you should submit a separate application for each course.

Leadership and Administration (R0810)

This intensive six-day course provides the appropriate skills for the volunteer emergency services officer to view administrative effectiveness through adaptive leadership skills and efficient management practices. Course units include leadership — setting the stage, planning, forging partnerships, human resource management, recruitment, retention, needs assessment and assets, risk assessment, leading change, and “putting it all together.” There are pre-course activities, including a reading assignment.

Student Selection Criteria: Emergency services chiefs and senior officers and/or presidents and administrative officers assigned to recruitment and retention efforts within volunteer (staffed) emergency services organizations. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in fire science, public administration, or management.

IACET CEUs: 5.1

Fire Cause Determination for Company Officers (R0811)

This six-day course addresses the basic skills needed to conduct initial scene examinations to determine causation. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin and cause and assess the need for additional assistance if necessary. Subjects include, but are not limited to, collection and documentation of information, behavior of fire, determining area of origin, accidental and incendiary fire causes, fatal fire scene examinations, motives of the fire-setter, vehicle fires, legal aspects, and securing the fire scene to preserve evidence.

Student Selection Criteria: COs, command/chief officers. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66. Applicants can access the International Association of Arson Investigators (IAAI) Distance Learning Network at www.CFITrainer.net. CFI Trainer is an online training resource that provides free fire/arson investigation-related training for fire service, law enforcement, and insurance personnel interested in furthering their knowledge and understanding of a wide range of fire investigation-related topics. These training modules complement many of the concepts that are fundamental to the goals, objectives and learning outcomes of the courses offered in the Fire/Arson and Explosion Investigation Curriculum at the NFA.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire science or arson investigation.

IACET CEUs: 3.6

Hazardous Materials Incident Management (R0814)

This six-day course focuses on the duties and responsibilities of the emergency response personnel who will assume the IC role in hazardous materials emergencies above the initial response and will implement a NIMS-based Incident Command System (ICS). Based on the current requirements of 29 CFR 1910.120 and the applicable national standards and plans, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities. This course meets the NIMS requirements for ICS-300.

Topics include negligence and liability, planning, NIMS ICS/Emergency Operations Center (EOC) interface, training requirements, and emergency response plans. The student will develop a hazard-based response using risk-based decision-making to develop an Incident Action Plan (IAP). The student’s knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

Student Selection Criteria:

- Emergency response personnel who may be called upon to assume the duties of the IC at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety Officers as described in 29 CFR 1910.120.*
- Departmental training officers, chief officers, COs, and regularly acting officers.
- Emergency management personnel who would interface with emergency response personnel through an EOC operation at a hazardous materials incident.

*While Safety Officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Departments must certify applicants as operations-level trained. Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public safety, fire administration, or public administration.

IACET CEUs: 3.6

Challenges for Local Training Officers (R0815)

This six-day course is designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or state training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements include class activities, homework, two examinations, and a small individual project.

NOTE: This course is not designed to teach course development or presentation skills. Students who have taken the two-week on-campus course, "Training Program Management" (R0342), will not be admitted to this class.

Student Selection Criteria: Students must have current or future responsibility for their organization's training function. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in education, public administration, fire science, emergency medical services, management, or human resource management.

IACET CEUs: 4.0

Community Education Leadership (R0816)

This six-day course teaches emergency services personnel in volunteer and predominantly volunteer combination departments how to lead successful comprehensive community safety education programs. The course emphasizes personal commitment in community education and how to obtain organizational and community support for safety education.

Through a variety of methods, students learn to identify community issues and diverse target populations and how to select appropriate methods for reaching diverse groups. Students learn to address the most critical fire and life safety issues for their community.

The course is designed for interactivity and sharing of ideas. Throughout the course, students work on activities relating to their own organization and community and share their experiences and new ideas throughout the class. Students are asked to bring and share prevention programs from their organization or within their community.

Class and instructor feedback is a critical component of the evaluation process. Three short exams provide the students with validation of learning.

Student Selection Criteria: Students must be coordinators of their organization's public or community safety education function. Personnel in small departments and state or local fire organization personnel who serve on a prevention or public education committee are also ideal candidates. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendation: In the upper division baccalaureate degree category, three semester hours in public health or public administration.

IACET CEUs: 3.2

Safety Program Operations (R0822)

This six-day course provides knowledge and practice, in the context of current issues, to develop strategies of risk management associated with the provision of firefighting and EMS services to reduce firefighter fatalities and injuries. With a focus on using the risk management model in the health and safety aspects of emergency services operations, current regulations, standards, policies, and responsibilities for program management, day-to-day operations and incident safety will be addressed.

Student Selection Criteria: Company-level officers, chief officers, and supervisors who have department-level health and safety responsibilities (such as program planning and implementation), who may serve as an Incident Safety Officer (ISO). In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

Recommended Prerequisites: "Incident Safety Officer" (F0729) and "Health and Safety Officer" (F0730).

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, three semester hours in fire science, occupational health and safety, or emergency management services.

IACET CEUs: 4.4

CECBEMS CE: 3-Operational; 35.75-Management

Management Strategies for Success (R0824)

This six-day course provides the CO with basic management skills and tools to perform effectively in the emergency services environment. Subjects covered include management traits, becoming a supervisor, cultural and legal considerations, ethics, leading others, communications, and leading your part of the organization. A student-centered discovery learning methodology is used throughout this course.

Student Selection Criteria: Any company operations, administrative, or staff officer or those about to be promoted into one of these positions (letter from chief needed) may attend. In addition, prospective students must meet the "VIP Program Eligibility" as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.

ACE Recommendations: In the lower division baccalaureate/associate degree category, two semester hours in fire service administration.

IACET CEUs: 4.2

Command and Control of Fire Department Operations at Target Hazards (R0825)

This six-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations. The students are taught advanced applications in ICS, command and control, decision-making, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants and grain elevators. The course is comprehensive and uses lecture, case study, simulation and student participation as instructional methods. This class is not a tactics class but explains the development of Incident Management Teams.

Student Selection Criteria: Individuals or COs who would have the responsibility to command incidents involving target hazards. Also, officers who may have this responsibility eventually and are upwardly mobile in their organization may be considered. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to course start date.

ACE Recommendation: In upper division baccalaureate degree category, three semester hours in fire science, emergency management, fire administration, fire technology, or public administration.

IACET CEUs: 4.2

Presenting Effective Public Education Programs (R0826)

This six-day course provides fundamental knowledge, skills and attitudes to deliver fire and life safety educational programs in the community, particularly in small communities with a volunteer or combination department. The course is designed for public educators who have less than two years of public education work and whose current responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs but are using or modifying existing educational programs.

A complete view of a new public safety educator’s responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in fire safety education. Students learn to make the best use of their community to support their program efforts effectively. Students are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Selection Criteria: Students must have current responsibility for delivering community safety education programs in their community. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to course start date.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in fire administration, fire technology, or educational methods.

IACET CEUs: 4.0

Fire Protection Systems for Emergency Operations (R0827)

This six-day course is designed to provide Incident Commanders (ICs) with an understanding of the fire protection features installed in buildings. Knowing how these systems work and their proper use will assist ICs to achieve strategic and tactical success. The course will emphasize the value of collecting this information during preincident planning and how to relay this knowledge to other firefighters who must respond and function effectively using these systems under emergency conditions.

Topics addressed include developing model preincident plans; the importance of collecting and sharing information with other emergency responders; and understanding the fundamental operations, strengths and limitations of built-in fire protection systems including automatic sprinklers, standpipes, fire pumps, fire detection and alarm systems, smoke management systems, and special hazard fire protection equipment.

Student Selection Criteria: Anyone responsible for the command and control of incident operations, preferably in the built environment. Target audience includes command officers, COs, fire department training officers, and those acting in that capacity. In addition, those officers who are upwardly mobile in their organizations and will or may be in command positions in the near future.

Prerequisites:

- Students attending this class should have responsibility for command and control of incident operations.
- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- Not less than three years' experience in fire suppression emergency operations.
- Experience with preincident planning policies and procedures.

ACE Recommendation: In the lower division baccalaureate/associate degree category, two semester hours in fire science or fire engineering.

IACET CEUs: 5.1

Command and Control of Incident Operations (R0831)

In this six-day course, volunteer fire officers are introduced to ICS, and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multi-occupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, size-up and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Individuals who have responsibility to command incidents within their jurisdiction, career chief officers of volunteer staffed fire departments, COs, and/or newly appointed officers, including those in an acting position of CO and/or newly appointed officers from small paid/combination fire departments. Additionally, individuals who are upwardly mobile in their organizations may be considered. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

NOTE: A pre-course assignment, which will be graded, will be emailed to students six to eight weeks prior to course start date.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, one semester hour in fire science or emergency medical services and one semester hour in lab or practicum.

IACET CEUs: 4.8

Leadership Strategies for Community Risk Reduction (R0833)

This six-day course is designed to enhance knowledge and skills necessary to lead, manage and apply fire prevention strategies and community risk-reduction initiatives at the local level. This course will give students tools and techniques to raise the level of importance for prevention within their organization. The course will demonstrate how fire prevention and other risk-reduction initiatives can benefit them directly and individually in providing a safer work environment. Students will be guided through a process that shows how to strategically build support internally and externally for community risk reduction, the steps and activities necessary to sustain programs, and how these come together to create effective risk-reduction programs.

Pre-course assignment: Consists of selected readings and conducting a community risk assessment.

Student Selection Criteria: Emergency services personnel currently serving in fire suppression, training, EMS or fire prevention, as well as those who have or will have prevention responsibilities and would like to expand their prevention knowledge are encouraged to apply. Personnel with little or no prevention background will benefit significantly. Firefighters, fire officers, EMS personnel, fire and life safety educators, fire inspectors, and fire marshals are the intended audience. Prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites: ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA Online at usfa.fema.gov/nfa/nfaonline. Chief’s signature attests that the applicant has completed this required training.

ACE Recommendations: ACE has not yet reviewed this course.

Emergency Medical Services Incident Operations (R0847)

In this six-day course, EMS personnel/officers/supervisors review ICS and study proper Incident Command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within Incident Command, resource management, interagency and mutual aid, size-up and strategy, tactics and action plans, EMS company operations, preincident preparation, incident organization, and strategic command.

Student Selection Criteria: Emergency response personnel with responsibilities to implement the initial and early expanding EMS functions of an ICS at medium- or large-sized incidents. In addition, prospective students must meet the “VIP Program Eligibility” as listed on page 66.

Prerequisites:

- ICS-100-level and ICS-200-level training. Preferred courses are Q0462 and Q0463, available through NFA online at usfa.fema.gov/nfa/nfaonline. Chief's signature attests that the applicant has completed this required training.
- IS-700 "National Incident Management System (NIMS) An Introduction" (<http://training.fema.gov/IS/>).
- IS-201 "Forms Used for the Development of the Incident Action Plan" (<http://training.fema.gov/IS/>).

Recommended Prerequisite: "EMS Functions in the ICS" (F/W0166).

ACE Recommendation: In the upper-division baccalaureate degree category, three semester hours in emergency medical services, public administration, or fire science.

For more information on VIP, contact the NFA VIP Program Manager at 1-800-238-3358, ext. 1402 or 301-447-1402. VIP information is also on the USFA website at www.usfa.fema.gov/nfa/resident/vip/index.shtm.

NFA-Sponsored Off-Campus Six-Day and 10-Day Program

(formerly Regional Delivery Program)

The NFA-Sponsored Off-Campus Program was developed because of limited space at the Emmitsburg, Md., campus. The NFA-Sponsored Off-Campus Program provides fire service and allied professionals with the opportunity to attend NFA resident courses within their geographical region.

NFA-Sponsored Off-Campus courses mirror six- and 10-day courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the NFA-Sponsored Off-Campus Program is coordinated and implemented. TRADE members consist of state- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities, arrange for support, provide instructional equipment, secure student housing and meals, and provide on-site administrative support. Students are responsible for costs associated with individual travel, lodging and meals. However, **NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.**

For more information on this program, including the courses that are being delivered next fiscal year, visit the website at <http://www.usfa.fema.gov/nfa/nonresident/regional/index.shtm>.

NFA-Sponsored Off-Campus Two-Day Program and NFA-Sponsored On-Campus Two-Day Program

(formerly Direct Delivery and State Weekend Program)

A strong partnership exists between NFA and state and local fire training systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's Distance Delivery Programs. The courses offered for the Off-Campus Two-Day Program and the On-Campus Two-Day Program are identical. The same cadre of instructors is used for delivery of courses in both programs. Curriculum areas cover a variety of subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and counterterrorism.

NFA-Sponsored Off-Campus Two-Day Program: Many volunteer and career fire service personnel cannot take time to attend our 10-day and six-day resident programs, so the two-day courses provide training opportunities within the state and local communities. Courses are selected and co-sponsored jointly by NFA and state and local fire training systems. States have the option of electing to use some/all as Train-the-Trainer Programs. Course materials will be handed off in digital form to state training systems hosting Train-the-Trainer deliveries.

Each year State Fire Training Agencies select Academy courses to be delivered within their own state. If your department is interested in hosting one of these course deliveries you should contact your State Fire Training Agency. Contact information for each state agency is included in the back section of this catalog.

How to Apply: For specific information regarding which courses will be offered, course locations, dates, registration and application procedures, contact your State Fire Training Agency. Each state is responsible for all admission procedures for courses delivered in the NFA-Sponsored Off-Campus 2-Day Program.

More information on the Two-Day Off-Campus Program is available at <http://www.usfa.fema.gov/nfa/nonresident/direct/index.shtm>.

NFA-Sponsored On-Campus Two-Day Program: This NFA-Sponsored On-Campus 2-Day Program is offered at NFA as an educational opportunity for fire and rescue personnel from specific states. The program strengthens a state's fire service community through education, personal networking, and a shared collegial experience. Students are offered the opportunity to grow professionally through a quality educational experience and to increase their knowledge and skills to provide a safe and effective response to their communities.

State Fire Training Agencies sponsor the weekends in partnership with NFA. The state agency selects the courses and recruits and enrolls the students according to the established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. In addition, lodging is provided at no cost to representatives of career or volunteer departments and state/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

This program provides a unique opportunity for NFA and State Fire Training Agencies to collaborate in the delivery of a quality training program.

More information on the two-day on-campus program is available at <http://www.usfa.fema.gov/nfa/resident/swp/index.shtm>.

How to Apply: This program is targeted for fire service personnel with a minimum of three years of experience. Those interested in attending an NFA-Sponsored On-Campus 2-Day Program should contact their State Fire Training Agency for information on dates, course selection, registration and transportation.

Distance Delivery Program

The U.S. Fire Administration's National Fire Academy (USFA's NFA) offers a variety of self-study courses through its Distance Delivery Program, NFA Online. Upon successful completion of each course, students can immediately print their own certificate.

Cost: There is no charge for any of the self-study programs.

Continuing Education Units: Through the International Association for Continuing Education and Training (IACET), the NFA is awarding continuing education units (CEUs) for its NFA online courses. The CEU is a standard unit of measure, with one CEU representing 10 contact hours of participation in an organized continuing education/training experience. Students can generate their own transcript report by running their "Learning Hours" report within their own NFA Online record.

Online Courses

The following self-study courses are available through NFA Online at usfa.fema.gov/nfa/nfaonline.

Community Safety Educators (Q0118)

The "Community Safety Educators" course is a short, fun, "easy-to-take" web-based course that focuses on how to do a better job of planning, implementing and evaluating safety programs in your community. This 13-hour course teaches you how to network effectively with various people in your organization and within your community to accomplish community life safety goals. The course is designed for all public fire and life safety educators — the new safety educator as well as the experienced educator, the volunteer as well as the career community educator.

The "Community Safety Educators" is ideal in helping you "get off the ground." It will assist you with some tips and techniques on a variety of topics such as methods for locating partners to assist with community education or techniques for locating resources for your safety programs. The program contains easy-to-read text with a variety of thought-provoking questions, activities, illustrations and even traps to watch for. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, one semester hour in fire science, adult education, general education, public health, or safety studies.

IACET CEUs: 1.5

Applied Research Self Study (Q0123)

This course has been developed by the NFA to provide you with specific skills that will be critical to successful completion of the research component of the "Executive Development" (R0123) course and the four Applied Research Projects (ARPs) required in the EFOP. While the course is open to all, you will need to purchase the "Publication Manual of the American Psychological Association," Fifth Edition, typically referred to as the APA Manual, to use in conjunction with the self-study course.

IACET CEUs: 0.5

Calling the Mayday (Q0133)

This course features a video presentation that addresses the cognitive and affective aspects of mayday doctrine.

Hydraulics Calculations for Water-Based Fire Protection Systems Plan Review (Q0137)

This course will enable the students to use Windows standard and scientific calculators to evaluate the accuracy of the fire protection hydraulics mathematics in accordance with nationally recognized standards for the design and installation of water-based fire protection systems.

ACE Recommendation: In the lower division baccalaureate/associate degree category, one semester hour in fire science or industrial safety.

IACET CEUs: 0.2

Data Gathering Instruments to Support Applied Research Projects (Q0170)

This course provides information and guidance on the use of common data-gathering instruments for applied research purposes (usually a questionnaire, interview process or survey). The course includes information on when to choose such an instrument based on the research question(s) which the author seeks to answer. The course also assists the student in developing and using a data gathering instrument.

Designing an Applied Research Project Proposal (Q0171)

This course will provide information on how to complete an effective applied research proposal. It will explore the relationships between the problem and purpose statements, the research questions, and the most appropriate research method to follow. A research proposal serves as a tool for the author to assemble important information regarding the research being considered and then to receive feedback from another source regarding the relationships of information presented.

Alternative Water Supply: Planning and Implementing Programs (Q0217)

This course on alternative water supply is designed to assist fire chiefs, water authorities, public policy officials, and others whose responsibility it is to plan for and implement programs that allow for the use of alternative water sources during structural firefighting operations.

IACET CEUs: 0.6

Testing and Evaluation of Water Supplies for Fire Protection (Q0218)

This interactive course in the Fire Prevention: Technical Curriculum not only offers the opportunity to understand the testing and evaluation of water supplies but also provides reference resources and several printable graph forms. The course covers the following areas: testing and evaluation of available water supplies for water supply systems; on-site storage systems; rural areas not served by a water supply; and determining water supply for automatic sprinklers, standpipe systems, and for fire suppression activities. Also included is a mastery test. The course emphasizes decision-making, predictions and responses by students consistent with the course materials presented. Students can perform and/or reinforce previously learned skills, concepts and behaviors. The course is interactive, self-paced, and self-directed and combines graphics, text, narration, animation and video to promote implied learning objectives. The primary audience is fire suppression and training officers and code enforcement officials. This course addresses the professional competency related to Firefighter II for NFPA 1001, Fire Officers for NFPA 1021, Fire Inspector and Plans Examiner for NFPA 1031, and Training Officers for NFPA 1041, related to determining available fire flows for fire protection.

IACET CEUs: 0.6

Foundational Concepts of Chemistry (Q0228)

This self-study course provides the student with foundational knowledge that will prepare the student for the more advanced Hazardous Materials Curriculum courses. This course will aid in the preparation of the student for the mitigation, prevention, and response to chemical events within the community. This curriculum improvement is consistent with and complements the mission and functions of the USFA/NFA.

IACET CEUs: 0.4

Awareness of Command and Control Decision Making at Multiple Alarm Incidents (Q0297)

This self-study course is both a stand-alone course and the pre-course assignment for the six-day residential delivery of the National Fire Academy's "Command and Control Decision Making at Multiple Alarm Incidents" (R0297). The prerequisite knowledge needed to participate in the six-day course is contained in this pre-course computer-based training. The topics covered include critical incident management skills that will be applied in the classroom simulation activities. Each module contains a summary of critical learning points, interactive knowledge reviews, and a text that elaborates on the main points.

IACET CEUs: 1.5

Fire Service Supervision (Q0318)

This course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively with the content, not just read the text from cover to cover and take a final exam.

ACE Recommendation: In the vocational or lower division baccalaureate/associate degree category, one semester hour in personnel or human resources management, business or public administration, behavioral science, fire science, fire administration, law enforcement, or criminal justice.

IACET CEUs: 1.5

ICS Simulation Series: Ranch House Fire (Q0324)

This simulation involves a scenario depicting a single-story, single-family dwelling and presents the student with a "room-and-contents" fire and basic rescue problem. The student is involved in the decision-making and assigning of crews to operational tasks on the fireground. The student will make task assignments to each unit or crew as it arrives to accomplish the necessary steps for life safety, incident stabilization, and property conservation. The student is required to assign crews or units to perform the following tasks: conduct primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct over-haul on the fire building.

IACET CEUs: 0.1

ICS Simulation Series: Townhouse Fire (Q0325)

The student is presented with a little more complex fire and rescue problem in this simulation, one that might be found commonly in a townhouse, row house, garden apartment or condominium. The student is involved in the decision-making and assigning of crews to operational tasks on the fireground. The student is required to assign crews or units to perform the following tasks: conduct primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct overhaul on the fire building. The residence, a 1980s wood-frame platform construction, has a lightweight truss roof assembly covered by plywood sheathing and composite shingles.

IACET CEUs: 0.1

ICS Simulation Series: Mansion Fire (Q0326)

A simulation depicting a very large, multistory, single-family dwelling presenting fire spread and ventilation issues and a more complex rescue scenario. Due to the resource intensity of this incident, the student is given a second-alarm assignment. The student is involved in the decision-making and assigning of crews to operational tasks on the fireground. The student is required to establish divisions and groups as needed and assign crews or units to perform the following tasks: verify that a primary search was conducted, establish a constant water supply, initiate fire attack, ventilate the structure, establish rehab, ensure a secondary search is conducted, and execute overhaul on the fire building. The residence, a 1960s large (6,200 square feet) two-story wood-frame platform construction, has a lightweight truss roof assembly covered by plywood sheathing and composite shingles.

IACET CEUs: 0.1

ICS Simulation Series: Casper Hall Dorm Fire (Q0327)

The student is presented with a more complex fire and rescue problem in this simulation. It depicts a fire in a six-story college dormitory. This occupied structure is of ordinary construction which presents a severe rescue problem, in addition to ventilation and confinement challenges. The student is involved in the decision-making of the establishment of divisions and groups as needed and assignment of crews or units to perform the following tasks: primary search and rescue, establish a water supply, initiate fire attack, ventilate the structure, set up rehab, conduct a secondary search, and conduct overhaul on the fire building. The student is required to implement mass casualty incident procedures due to the number of victims, plus the necessary command structure to handle the triage, treatment and transport of victims.

IACET CEUs: 0.1

ICS Simulation Series: Strip Mall Hostage/Arson Fire (Q0328)

The shopping center is a single-story, multioccupancy structure built of ordinary construction with a common attic and a steel bar-joist roof. The shopping center is divided into three fire areas by firewalls. This scenario exposes the student to Unified Command with some unique considerations. Initially it is a police problem, and fire assumes a secondary role. After the situation is stabilized, fire assumes a lead role. Many of the considerations and actions are not encountered in day-to-day operations. The progression of the hostage incident and the fire incident will be controlled by the decisions made by the appropriate roles. The student's goal is to successfully cooperate as the fire department battalion chief in a Unified Command situation with the police department and manage the fire incident by performing the following tasks: conducting a primary search and rescue, establishment of a permanent water supply, initiation of a fire attack, ventilation of the structure, establishment of rehab, conducting a secondary search, and ensuring a complete overhaul on the fire building.

IACET CEUs: 0.1

ICS Simulation Series: Nursing Home Fire (Q0424)

This simulation presents the student with a kitchen fire in a two-story nursing home, noncombustible (20,000 square feet) with roof construction of bar joist, asphalt and concrete floor construction. There are many occupants in the building, including visitors. Nursing homes of all types fall into the broad category of “health care occupancies.” Health care occupancy generally is defined as “an occupancy used for the purpose of medical or other treatment or care of four or more persons where such occupants are mostly incapable of self-preservation due to age, physical or mental disability, or because of security measures not under the occupant’s control.” A quiz is given before the simulation begins to ensure knowledge of the policy and procedures manual in nursing home and health care facilities.

Incident objectives include safe removal of all occupants and containment/control of fire in the building of origin. This simulation presents fire spread and ventilation issues and a more complex rescue scenario. The student is involved in the decision-making and assigning of crews to operational tasks on the fireground. The student is required to establish divisions and groups as needed and assign crews or units to perform the following tasks: verify that a primary search was conducted, establish a constant water supply, initiate fire attack, ventilate the structure, establish rehab, ensure a secondary search is conducted, and execute overhaul on the fire building.

IACET CEUs: 0.1

ICS Simulation Series: Wildland Fire (Q0617)

This simulation is designed to expose the novice student to some of the problems/issues associated with an urban interface fire. The scenario starts with a small fire in a field of unharvested grain. This field is situated in a rural area near structures and forested areas. The fire spreads through the field and into the forest, threatening several structures spread out in this area. There are multiple levels of response within the ICS, requiring the establishment of divisions, mutual-aid response, and special resources. This simulation allows the student an opportunity to be the IC of a wildland/urban interface fire.

IACET CEUs: 0.1

ICS-100, Introduction to ICS for Operational First Responders (Q0462)

This foundation-level course is equivalent to NIMS ICS-100. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements using an all-hazards, all-agency approach.

IACET CEUs: 0.4

ICS-200, Basic NIMS ICS for Operational First Responders (Q0463)

This course is equivalent to NIMS ICS-200. It provides training and resources for personnel who require a basic understanding of the ICS. The course integrates the NIMS guidelines and meets the NIMS baseline ICS training requirements using an all-hazards, all-agency approach.

IACET CEUs: 0.4

ICS-300, Intermediate All-Hazard NIMS ICS Review for Expanding Incidents (Q0464)

This course reviews the topic areas and main points of ICS-100 and ICS-200. The course includes several scenarios to enhance learning and provide a firm basis for being able to participate successfully in ICS-300 and other intermediate-level ICS/command and control courses. This course can be used as a pre-course module or a remedial training for the classroom version of ICS-300; alone, it does not meet the training requirements for ICS-300.

NOTE: H0465, ICS-300, “Intermediate ICS for Expanding Incidents for Operational First Responders” is available through State Fire Training Agencies. It is a three-day classroom course.

IACET CEUs: 0.4

ICS-400, Fundamentals Review for Command and General Staff (Q0466)

This course reviews the topic areas and main points of ICS-100, ICS-200 and ICS-300. The course includes several scenarios to enhance learning and provides a firm basis for being able to participate successfully in ICS-400 and other advanced-level ICS/command and control courses. This course can be used as a pre-course module or as remedial training for the classroom version of ICS-400; alone, it does not meet the training requirements for ICS-400.

NOTE: H0467, ICS-400, “Advanced ICS for Command and General Staff, Complex Incidents, and MACS,” is available through State Fire Training Agencies. It is a 2 1/2-day classroom course.

IACET CEUs: 0.4

National Fire Incident Reporting System (NFIRS) 5.0 Self-Study (Q0494)

Serving as an introduction to NFIRS 5.0, this course provides an overview of the data collection system, its modules, and data conversion issues. NFIRS is the comprehensive method for detailed tracking of fire, emergency and related incident responses. The information that can be recorded in NFIRS can be used by your emergency services organization to track current workloads, develop response metrics and statistics, and help with current asset management; provide a basis for identifying, developing and implementing new programs or redirect existing programs; generate and support data that may justify the acquisition of additional resources; and help reduce the needless loss of life and property both in your jurisdiction and throughout the U.S.

IACET CEUs: 1.2

Introduction to Emergency Response to Terrorism (Q0890)

This course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Fire, emergency medical, hazmat, rescue and law enforcement personnel will benefit from this course.

IACET CEUs: 0.6

Fire Protection Series Coffee Break Training

Fire and building inspectors with busy daily schedules often don't have the time to attend valuable skill-enhancing training sessions. In 2005, the USFA's NFA introduced Coffee Break Training. Coffee Break Training is a weekly one-page training notice that provides technical training in fire protection systems, building construction, codes and standards, inspection techniques, hazardous materials and administrative tips. Weekly issues have been compiled into sets, and those sets are being made available through NFA Online at usfa.fema.gov/nfa/nfaonline. There is an exam following each volume, and IACET CEUs are awarded for successful completion of each set.

- Q2000 — Fire Protection Series Coffee Break: Set 06.1 — IACET CEUs: 0.2
- Q2001 — Fire Protection Series Coffee Break: Set 06.2 — IACET CEUs: 0.2
- Q2002 — Fire Protection Series Coffee Break: Set 06.3 — IACET CEUs: 0.3
- Q2003 — Fire Protection Series Coffee Break: Set 06.4 — IACET CEUs: 0.2
- Q2004 — Fire Protection Series Coffee Break: Set 07.1 — IACET CEUs: 0.2
- Q2005 — Fire Protection Series Coffee Break: Set 07.2 — IACET CEUs: 0.2
- Q2006 — Fire Protection Series Coffee Break: Set 07.3 — IACET CEUs: 0.2
- Q2007 — Fire Protection Series Coffee Break: Set 07.4 — IACET CEUs: 0.2
- Q2008 — Fire Protection Series Coffee Break: Set 08.1 — IACET CEUs: 0.3
- Q2009 — Fire Protection Series Coffee Break: Set 08.2 — IACET CEUs: 0.3
- Q2010 — Fire Protection Series Coffee Break: Set 08.3 — IACET CEUs: 0.2
- Q2011 — Fire Protection Series Coffee Break: Set 08.4 — IACET CEUs: 0.2
- Q2012 — Fire Protection Series Coffee Break: Set 09.1 — IACET CEUs: 0.2
- Q2013 — Fire Protection Series Coffee Break: Set 09.2 — IACET CEUs: 0.2
- Q2014 — Fire Protection Series Coffee Break: Set 09.3 — IACET CEUs: 0.2
- Q2015 — Fire Protection Series Coffee Break: Set 09.4 — IACET CEUs: 0.2
- Q2016 — Fire Protection Series Coffee Break: Set 10.1 — IACET CEUs: 0.2
- Q2017 — Fire Protection Series Coffee Break: Set 10.2 — IACET CEUs: 0.2
- Q2018 — Fire Protection Series Coffee Break: Set 10.3 — IACET CEUs: 0.2
- Q2019 — Fire Protection Series Coffee Break: Set 10.4 — IACET CEUs: 0.2
- Q2020 — Fire Protection Series Coffee Break: Set 11.1 — IACET CEUs: 0.2
- Q2021 — Fire Protection Series Coffee Break: Set 11.2 — IACET CEUs: 0.2
- Q2022 — Fire Protection Series Coffee Break: Set 11.3 — IACET CEUs: 0.2
- Q2023 — Fire Protection Series Coffee Break: Set 11.4 — IACET CEUs: 0.2
- Q2024 — Fire Protection Series Coffee Break: Set 12.1 — IACET CEUs: 0.2
- Q2025 — Fire Protection Series Coffee Break: Set 12.2 — IACET CEUs: 0.2

S-190 Introduction to Wildland Fire Behavior (Q0900)

This course, developed by the National Wildfire Coordinating Group (NWCG), provides instruction in the primary factors affecting the start and spread of wildfire and recognition of potentially hazardous situations. S-190 is typically taught in conjunction with or prior to “Firefighter Training,” S-130. The material is broken into three online modules (one to three hours each). Students must be affiliated with an NWCG member agency or sponsored fire department to be issued a final certificate. After completing the online training required by your agency or department, a training officer or fire chief will evaluate required further training. The affiliated department can then certify students — completion of the S-190 training by issuing the final certificate.

NOTE: For more information regarding the field day exercise and NWCG course administrator, please visit the NWCG website at www.training.nwcg.gov prior to taking this online course. This is an NFA-**endorsed course**.

IACET CEUs: 0.4

S-130 (Wildland) Firefighter Training (Q0901)

This course, developed by the NWCG, addresses the foundational skills universal to all wildland firefighters. The material is broken into 12 online modules (one to three hours each) and a mandatory, instructor-led field day exercise. Each online module explains the concepts and skills that will be performed and evaluated on the field day exercise. Module 12 contains optional knowledge areas (pump operations, map and compass, fire investigation, and cultural resources) that are very useful concepts but not required due to time constraints.

NOTE: For more information regarding the field day exercise and NWCG course administrator, please visit the NWCG website at www.training.nwcg.gov prior to taking this online course. This is an NFA-**endorsed course**.

IACET CEUs: 1.2

S-260 The Interagency Incident Business Management (Q0904)

This is an online course which will meet the general training needs of all positions for which an understanding of interagency incident business management is required. The “Interagency Incident Business Management Handbook,” PMS 902, is used as the primary job aid to supplement this course. It provides basic policy and direction for incident business management.

NOTE: For more information regarding this course you may wish to visit the NWCG website at www.training.nwcg.gov prior to taking this online course. This is an NFA-**endorsed course**.

Fire and Emergency Services Higher Education (FESHE) Program

Working with coordinators of two- and four-year academic fire and emergency medical services (EMS) degree programs, the U.S. Fire Administration's National Fire Academy (USFA's NFA) has established the FESHE network of emergency services-related education and training providers. The FESHE mission is to:

Establish an organization of post-secondary institutions to promote higher education and to enhance the recognition of the fire and emergency services as profession to reduce loss of life and property from fire and other hazards.

For more information on higher education and the components of the FESHE program, visit the website at http://www.usfa.fema.gov/nfa/higher_ed/index.shtm.

Training Resources and Data Exchange Program (TRADE)

The TRADE program is a regionally based network designed to foster the exchange of fire-related training information and resources among federal, state and local levels of government.

TRADE was initiated in 1984 to address the difficulties that state and local fire training systems were experiencing in disseminating quality training programs effectively. The essential components of the TRADE system are the 10 regional networks that correspond to the existing federal regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among regions. Regional TRADE co-chairs, one selected from the state fire training systems and the other from the metropolitan fire services in each region, serve as the points of contact for both intraregional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each state or those fire departments that protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue and emergency medical services (EMS) training and education needs at the regional level;
- identify and exchange training and education programs and resources within regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the region, together with recommendations as to how TRADE can better support federal, state and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

For further information, contact the TRADE program manager at 1-800-238-3358, ext. 1894 or 301-447-1894.

National Fire Academy 2013 - 2014 Resident Course Schedule

Oct. 1, 2013 to Sept. 30, 2014

National Fire Academy Application Periods:

- The first semester includes classes scheduled from Oct. 1, 2013, through March 31, 2014. The application period is April 15 to June 15, 2013.
- The second semester includes classes scheduled from April 1, 2014, through Sept. 30, 2014. The application period is Oct. 15 to Dec. 15, 2013.

National Fire Academy Course Attendance Information

FIRST SEMESTER

SECOND SEMESTER

Fire/Arson and Explosion Investigation Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0204 Practical Applications of Fire Dynamics and Modeling				1/12-17				5/4-9				
R0206 Fire/Arson Origin-and-Cause Investigations	10/7-18	11/11-22	12/9-20	1/27-2/7	2/24-3/7	3/10-21	4/7-18	5/19-30	6/16-27	7/21-8/1	8/18-29	9/22-10/3
R0208 Interviewing-Interrogation Techniques and Courtroom Testimony	10/21-11/1		12/9-20		2/24-3/7		4/7-18			7/7-18		9/22-10/3
R0214 Forensic Evidence Collection		11/3-8			2/16-21						8/3-8	9/7-12
R0255 Electrical Aspects of Fire Investigations			12/1-6			3/23-28		5/11-16			8/3-8	
R0811 Fire Cause Determination for Company Officers (VIP)					2/9-14							9/14-19
Executive Development Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0123 Executive Development		11/11-22		1/27-2/7	2/24-3/7	3/10-21			6/16-27	7/7-18	8/18-29	9/22-10/3
R0125 Executive Leadership	10/7-18						4/7-18	5/19-30		7/7-18	8/18-29	9/22-10/3
R0810 Leadership and Administration (VIP)						3/30-4/4						9/14-19
Emergency Medical Services Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0139 Hot Topics Research in Emergency Medical Services				1/19-24				5/11-16			8/3-8 8/10-15	
R0147 Emergency Medical Services Incident Operations			12/1-6	1/5-10	2/16-21							9/7-12
R0150 Management of Emergency Medical Services	10/21-11/1				2/24-3/7					7/7-18	8/18-29	
R0151 Advanced Leadership Issues in Emergency Medical Services			12/9-20			3/10-21				7/21-8/1		
R0152 Emergency Medical Services: Special Operations	10/7-18			1/27-2/7			4/7-18		6/16-27			
R0158 Emergency Medical Services: Quality Management				1/12-17		3/23-28		5/4-9			8/10-15	
R0847 Emergency Medical Services Incident Operations (VIP)						3/30-4/4						

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National Fire Academy Course Attendance Information

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Fire Prevention: Management Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0200 Leadership Strategies for Community Risk Reduction				1/12-17		3/23-28					8/10-15	
R0274 Executive Analysis of Community Risk Reduction	10/21-11/1		12/9-20		2/24-3/7		4/7-18	5/19-30	6/16-27	7/21-8/1	8/18-29	9/22-10/3
R0629 Youth Firesetting Prevention and Intervention		11/3-8		1/19-24				5/11-16				
R0670 Developing and Implementing Public Policy			12/1-6	1/5-10								9/7-12
R0671 Managing Effective Fire Prevention Programs		11/3-8			2/16-21			5/4-9				
R0378 Demonstrating Your Fire Prevention Program's Worth			12/1-6					5/11-16				
R0833 Leadership Strategies for Community Risk Reduction (VIP)					2/9-14							
R0394 Cultural Competence in Risk Reduction					2/16-21							9/7-12
Fire Prevention: Technical Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0108 Evaluating Performance-Based Designs				1/19-24				5/4-9				
R0135 Fire Protection for the Built Environment												9/7-12
R0138 Hot Topics Research in Fire Protection				1/5-10				5/11-16				
R0220 Fire Inspection Principles		11/11-22				3/10-21			6/16-27	7/21-8/1		
R0227 Fire Protection Systems for Emergency Operations					2/16-21						8/3-8	
R0378 Demonstrating Your Fire Prevention Program's Worth			12/1-6					5/11-16				
R0827 Fire Protection Systems for Emergency Operations (VIP)					2/9-14							9/14-19
R0394 Cultural Competence in Risk Reduction					2/16-21							9/7-12

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Fire Prevention: Public Education Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0116 Presenting Effective Public Education Programs				1/19-24								
R0348 Changing American Family at Risk		11/3-8						5/4-9				
R0353 Community Education Leadership — One Week											8/10-15	
R0378 Demonstrating Your Fire Prevention Program's Worth			12/1-6					5/11-16				
R0816 Community Education Leadership (VIP)					2/9-14							
R0826 Presenting Effective Public Education Programs (VIP)						3/30-4/4						
R0629 Youth Firesetting Prevention and Intervention		11/3-8		1/19-24				5/11-16				
R0186 Conducting Local Risk Reduction by Company Officers				1/12-17				5/4-9			8/10-15	
R0394 Cultural Competence in Risk Reduction					2/16-21							9/7-12
Hazardous Materials Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0229 Hazardous Materials Operating Site Practices	10/21-11/1			1/27-2/7				5/19-30				
R0233 Chemistry for Emergency Response	10/7-18				2/24-3/7				6/16-27		8/18-29	
R0243 Hazardous Materials Incident Management			12/1-6	1/19-24				5/4-9				9/7-12
R0247 Advanced Life Support Response to Hazardous Materials Incidents		11/11-22					4/7-18			7/21-8/1		9/22-10/3
R0254 Special Operations Program Management		11/3-8		1/5-10	2/16-21						8/10-15	
R0814 Hazardous Materials Incident Management (VIP)					2/9-14							

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Incident Management Curriculum		Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0297	Command and Control Decision Making at Multiple Alarm Incidents		11/3-8	12/1-6	1/5-10 1/12-17 1/19-24	2/16-21	3/23-28		5/11-16			8/3-8 8/10-15	9/7-12
R0306	Executive Analysis of Fire Service Operations in Emergency Management	10/7-18	11/11-22			2/24-3/7		4/7-18	5/19-30		7/21-8/1	8/18-29	9/22-10/3
R0308	Command and Control of Fire Department Operations at Natural and Man-Made Disasters	10/21-11/1			1/27-2/7		3/10-21				7/7-18		
R0312	Command and Control of Incident Operations			12/1-6 (2 sessions)	1/5-10 1/12-17 (2 sessions) 1/19-24		3/23-28		5/4-9			8/3-8 8/10-15	9/7-12
R0314	Command and Control of Fire Department Operations at Target Hazards		11/3-8			2/16-21			5/11-16				
R0825	Command and Control of Fire Department Operations at Target Hazards (VIP)					2/9-14	3/30-4/4						9/14-19
R0831	Command and Control of Incident Operations (VIP)					2/9-14	3/30-4/4						9/14-19
R0186	Conducting Local Risk Reduction by Company Officers				1/12-17				5/4-9			8/10-15	
R0827	Fire Protection Systems for Emergency Operations (VIP)					2/9-14							9/14-19
R0227	Fire Protection Systems for Emergency Operations					2/16-21						8/3-8	
Management Science Curriculum		Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0107	Communications for Emergency Services Success	10/7-18			1/27-2/7		3/10-21			6/16-27			
R0331	Strategic Organizational Issues in Fire and EMS	10/21-11/1		12/9-20		2/24-3/7							9/22-10/3
R0332	Effective Leadership Skills for Fire and EMS Organizations		11/11-22		1/27-2/7			4/7-18	5/19-30		7/7-18		
R0335	Administration of Public Assistance for Community Recovery				1/5-10							8/10-15	
R0824	Management Strategies for Success (VIP)						3/30-4/4						9/14-19

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National Fire Academy Course Attendance Information

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Planning and Information Management Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0333 Fire Service Financial Management			12/9-20					5/19-30			8/18-29	
R0491 National Fire Incident Reporting System: Program Management		11/3-8			2/16-21						8/3-8	
R0492 Emergency Resource Deployment Planning: Standards of Cover				1/19-24		3/23-28		5/11-16				9/7-12
R0506 Executive Planning	10/7-18			1/27-2/7		3/10-21				7/21-8/1		
Responder Health and Safety Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0154 Safety Program Operations		11/3-8		1/12-17		3/23-28						
R0822 Safety Program Operations (VIP)					2/9-14							9/14-19
Training Programs Curriculum	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	June 2014	July 2014	Aug 2014	Sept 2014
R0129 Fire Service Course Design — One Week				1/5-10		3/23-28					8/3-8	
R0342 Training Program Management	10/21-11/1					3/10-21		5/19-30		7/21-8/1		
R0815 Challenges for Local Training Officers (VIP)						3/30-4/4						9/14-19

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